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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 McKelvey School of Engineering.

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 2019-20 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 Bulletin (undergraduate & graduate) (PDF) — Coming soon

The degree requirements and policies in the 2019-20 Bulletin apply to students entering Washington University during the 2019-20 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 (July 25, 2019). 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). Please email the Bulletin editor (bulletin_editor@wustl.edu) with any questions concerning the Bulletin.

More information may be found on the following websites:

• College of Arts & Sciences (https://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)

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
Admissions website (http://admissions.wustl.edu)
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
Student Financial Services website (https://sfs.wustl.edu)
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
University College website (http://ucollege.wustl.edu)
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 it 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 of our website.

Enrollment by School

For enrollment information, please visit the University Facts page of our website.

Committed to Our Students: Mission Statement

Washington University’s mission is to discover and disseminate knowledge and to protect the freedom of inquiry through research, teaching and learning.

Washington University creates an environment that encourages and supports 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 as follows:

• 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 do the following:

• 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 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.

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.

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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 is located on the ground floor of Gregg House on the South 40, and it is the hub of academic support at Washington University in St. Louis. We provide undergraduate students with assistance in a variety of forms. Most services are free, and each year more than 2,000 students participate in one or more of our programs. For more information, visit the Cornerstone website (http://cornerstone.wustl.edu) or call 314-935-5970. There are three types of services housed within Cornerstone:

- **Academic Mentoring Programs** offer academic support in partnership with the academic departments in a variety of forms. Academic mentoring programs are designed to support students in their course work by helping them develop the lifelong skill of “learning how to learn” and by stimulating their independent thinking. Programs include course-specific weekly structured study groups facilitated by highly trained peer leaders as well as course-specific weekly walk-in sessions facilitated by academic mentors in locations, at times and in formats convenient for the students. Cornerstone also offers individual consulting/coaching for academic skills such as time management, study skills, note taking, accessing resources and so on. Other services include fee-based graduate and professional school entrance preparation courses.

- **Disability Resources** supports students with disabilities by fostering and facilitating an equal access environment for the Washington University community of learners. Disability Resources partners with faculty and staff to facilitate academic and housing accommodations for students with disabilities on the Danforth Campus. Students enrolled in the School of Medicine should contact their program’s director. Please visit the Disability Resources website (https://students.wustl.edu/disability-resources) or contact Cornerstone at 314-935-5970 for more information.

- **TRiO: Student Support Services** is a federally funded program that provides customized services for undergraduate students who are low income, who are the first in their family to go to college, and/or who have a documented disability. Services include academic coaching, academic peer mentoring, cultural and leadership programs, summer internship assistance and post-graduation advising. First-year and transfer students are considered for selection during the summer before they enter their first semester. Eligible students are encouraged to apply when they are notified, because space in this program is limited.

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

**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 their orientation programs, issue certificates of eligibility (visa documents), and offer 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 on the Danforth Campus in the Stix International House at 6470 Forsyth Boulevard and on the Medical Campus in the Mid Campus Center (MCC Building) at 4590 Children’s Place, Room 2043. For more information, visit the Office for International Students and Scholars website (http://oiss.wustl.edu) or call 314-935-5910.

**Office of Military and Veteran Services** is located in Umrah Hall on the Danforth Campus. This office serves as the university’s focal point for military and veteran matters, including transitioning military-connected students into higher education, providing and connecting students with programs and services,
and partnering across campus and in the community. Services include advising current and prospective students on how to navigate the university and maximize Department of Defense and Veterans Affairs (VA) educational benefits, transition support, Veteran Ally training for faculty and staff, veteran-unique programming, and connecting students to campus and community resources. Military-connected students include veterans, military service members, spouses, dependent children, caregivers, survivors and Reserve Officer Training Corp cadets. There are two university policies that apply to students who still serve in the Armed Forces and students who use VA educational benefits:

- The Policy on Military Absences, Refunds and Readmissions (https://veterans.wustl.edu/policies/policy-for-military-students) applies to students serving in the U.S. Armed Forces and their family members when military service forces them to be absent or withdraw from a course of study.
- The Policy on Protections for VA Educational Benefit Users (https://veterans.wustl.edu/policies/policy-for-va-students) applies to students using VA education benefits when payments to the institution and the individual are delayed through no fault of the student.

Please visit the Military and Veteran Services website (https://veterans.wustl.edu) or contact Military and Veteran Services at 314-935-2069 or veterans@wustl.edu for more information.

Relationship and Sexual Violence Prevention (RSVP) Center. The RSVP Center offers free and confidential services including 24/7 crisis intervention, counseling services, resources, support and prevention education for all students on the Danforth Campus. The RSVP Center operates from a public health model and uses trauma-informed practices to address the prevalent issues of relationship and sexual violence. By providing support for affected students, it is our goal to foster post-traumatic growth and resilience and to help ensure academic retention and success. Our prevention efforts call for community engagement to engender an intolerance of violence and an active stance toward challenging cultural injustices that perpetuate such issues. Learn more at the RSVP Center website (https://rsvpcenter.wustl.edu).

WashU Cares. WashU Cares assists the university with handling situations involving the safety and well-being of Danforth Campus students. WashU Cares is committed to fostering student success and campus safety through a proactive, collaborative and systematic approach to the identification of, intervention with and support of students of concern while empowering all university community members to create a culture of caring. If there is a concern about the physical or mental well-being of a student, please visit the WashU Cares website (https://washucares.wustl.edu) to file a report.

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.

The Writing Center is located in Olin Library on Level 1. Appointments (http://writingcenter.wustl.edu) are preferred and can be made online.

Student Health Services, Danforth Campus

Habif Health and Wellness Center, formerly known as Student Health Services, provides medical and mental health care for undergraduate and graduate students. Habif staff members include licensed professionals in Medical Services, Mental Health Services and Health Promotion Services. Please visit Dardick House on the South 40 or the Habif Health and Wellness Center website (http://shs.wustl.edu) for more information about Habif's 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 and after hours mental health crisis line are available to answer any medical or mental health questions a student may have when Habif 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, immunizations, nutrition counseling, physical therapy, and travel medicine and sexual health services. Habif Health and Wellness Center providers 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 specialist. Habif accepts most health insurance plans and will be able to bill the plan according to plan benefits. The student health insurance plan requires a referral for medical care any time care is not provided at Habif (except in an emergency). Call 314-935-6666 or visit the Habif website to schedule an appointment (http://shs.wustl.edu).

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

The Habif Health and Wellness Center 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; students should
check with the pharmacist to see if their prescription plan is accepted at the pharmacy.

The Habif Health and Wellness Center lab provides full laboratory services. Approximately 20 tests can be performed in the lab. The remainder of all testing that is ordered by Habif is completed by LabCorp. LabCorp serves as Habif’s reference lab, and it is a preferred provider on the student health insurance plan. This lab can perform any test ordered by Habif providers or outside providers.

All incoming students must provide proof of immunization for measles, mumps, and rubella (i.e., two vaccinations after the age of one year old; a titer may be provided in lieu of the immunizations). Proof of receiving a meningococcal vaccine 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 the Habif website. It is also recommended that, during the five years before beginning their studies at Washington University, all students will have received the tetanus diphtheria immunization, the hepatitis A vaccine series, the hepatitis B vaccine series, and the varicella vaccine. Medical History Forms (http://shs.wustl.edu) are available online. Failure to complete the required forms will delay a student’s registration and prevent their entrance into housing assignments. Please visit the Habif website for complete information about requirements and deadlines (http://shs.wustl.edu).

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. 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 the Habif website to schedule an appointment (http://shs.wustl.edu).

Health Promotion Services provides free programs and risk reduction information related to issues such as stress, sleep, sexual health and alcohol/other drugs. For more information, visit the Zenker Wellness Suite in Sumers Recreation Center to learn about the programs on campus led by student peer health educators. Call 314-935-7139 or send an email to wellness@wustl.edu for more information.

In 2018, this department launched the WashU Recover Group to provide an opportunity for students in recovery from substance use to connect with other students with similar experiences. The group provides local resources, support, meetings and activities. Members have 24/7 access to a private facility to study, meet and socialize. The group is not a recovery program; it is a confidential resource that students can add to their support system. For more information, send an email to recovery@wustl.edu.

Important Information About Health Insurance, Danforth Campus

Washington University has a student health fee that was 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 they provide proof of existing comprehensive insurance coverage. Information concerning opting out of the student health insurance plan (http://shs.wustl.edu) can be found online after June 1 of each year. Habif provides 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 the students’ insurance plan. More information is available on the Habif Health and Wellness Center 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://bulletin.wustl.edu/medicine/resources/student-health) of the medical school Bulletin.

Campus Security

The Washington University campus is among the most attractive in the nation, and it enjoys a safe and 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, the 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 and 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 and a mobile Campus Circulator shuttle 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 6:00 p.m. to 4:00 a.m. seven days a week. The shuttle leaves from the Mallinckrodt Center every 30 minutes 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. Community members can track the shuttle in real time using the WUSTL Mobile App. The app can be downloaded free of charge from the Apple App Store or the Google Play Store.

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 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, and security surveys. Community members are encouraged to download and install the personal safety app Noonlight on their phones; this app allows users to call for help during emergencies. For more information about these programs, visit the Washington University Police Department website (https://police.wustl.edu/Pages/Home.aspx).

In compliance with the Campus Crime Awareness and Security Act of 1990, Washington University publishes an annual report (http://police.wustl.edu/clerylogsandreports/Pages/default.aspx) entitled Safety & Security: Guide for Students, Faculty, and Staff — Annual Campus Security and Fire Safety Reports and Drug & Alcohol Abuse Prevention Program. This report 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 & Facilities 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; it 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 the following individuals:

**Discrimination and Harassment Response Coordinator**

Apryle Cotton, Assistant Vice Chancellor for Human Resources  
Section 504 Coordinator  
Phone: 314-362-6774  
apryle.cotton@wustl.edu

**Title IX Coordinator**

Jessica Kennedy, Director of Title IX Office  
Title IX Coordinator  
Phone: 314-935-3118  
jw kennedy@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; by visiting the U.S. Department of Education website (https://www.ed.gov); or by calling 800-421-3481.
Student Health

Drug and Alcohol Policy

Washington University is committed to maintaining a safe and healthy 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 the Habif Health and Wellness Center. This will include rgw 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 the Habif Health and Wellness Center, 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 Habif Health and Wellness Center (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. Students should fill out the form and follow the instructions for transmitting it to the Habif Health and Wellness Center. Student information is treated securely and confidentially.

Student Conduct

The 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 Student Conduct Board or the University Sexual Assault Investigation 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 Student Conduct Code are governed by the procedures found in the University Sexual Assault Investigation 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 Student Conduct Code.

For a complete copy of the Student Conduct Code (https://wustl.edu/about/compliance-policies/academic-policies/university-student-judicial-code), 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:

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

Violations of This Policy Include but Are Not Limited to the Following:

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 do the following:
   - 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 (i.e., the 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, or 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 do any of the following:
   - 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, 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 the following:
   - 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 do any of the following:
   - 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 in instruction 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 in instruction 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 rather than 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 Student Conduct Code.

Student Rights and Responsibilities in a Hearing

A student accused of an academic integrity violation — whether by a professor, an assistant in instruction, an academic integrity officer or another student — is entitled to do the following:

• 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
• Receive a 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 do the following:

• 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 (however, 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 with regard to 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 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 student’s 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 given 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 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 Student Conduct Board within 14 days of the original decision. Appeals are governed by Section VII C of the 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.

In addition, 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 (https://wustl.edu). Transcript requests for Danforth Campus students may be submitted to the Office of the University Registrar through WebSTAC. The School of Medicine registrar (http://
registrar.med.wustl.edu/services/transcripts-and-certification) accepts requests for transcripts and certification records for students and alumni of Audiology and Communication Sciences, Biomedical Informatics, Biostatistics, Clinical Investigation, Genetic Epidemiology, Health Administration, Health Behavior Research, Nurse Anesthesia, Occupational Therapy, Pediatric Nurse Practitioner, Physical Therapy, Population Health Sciences, Psychiatric Epidemiology, the School of Dentistry and the School of Medicine. 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 American Academy of Arts & Sciences, American Association of University Women (AAUW), American Council of Learned Societies (ACLS), American Council on Education (ACE), Association of American Colleges & Universities (AACU), Association of American Universities (AAU), College Board, Council for Higher Education Accreditation (CHEA), Hispanic Association of Colleges & Universities (HACU), Independent Colleges and Universities of Missouri (ICUM), National Association of Independent Colleges and Universities (NAICU), National Council for State Authorization Reciprocity Agreements (NC-SARA), Oak Ridge Associated Universities (ORAU), and the University Research Association (URA).

The College of Arts & Sciences is a member of the American Association of Collegiate Registrars and Admissions Officers (AACRAO), International Center for Academic Integrity (ICAI), National Association of Fellowship Advisors (NAFA), National Association of Advisors for Health Professions (NAAHP), and the Midwest Associate of Pre-Law Advisors (MAPLA).

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), and its Master of Landscape Architecture degree is accredited by the Landscape Architecture Accrediting Board (LLAB).

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

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

In McKelvey School of Engineering, 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

<table>
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Teaching and Learning at Washington University: A Statement of Best Practices and Expectations


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 assistants in instruction (AIs), including the training of AIs, 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 AI 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 assistants in instruction (AIs), 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 faculty-student mediator.

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. The admissions review takes high school offerings into account, and students are not penalized if they do not have access to advanced courses.

Most candidates' transcripts include the following:

- Four years of English
- Four years of mathematics, especially for Architecture, Business, and Engineering majors; calculus is strongly recommended for science majors in Arts & Sciences
- Three to four years of history or social science
- Three to four years of laboratory science; chemistry and physics are strongly recommended for Engineering majors
- At least two years of a foreign language
- Chemistry, physics, and the most challenging math programs available for students who plan to do course work in the sciences and/or pre-medicine

Other important parts of a student's application are as follows:

- Grades and class rank, if the student's high school ranks its students
- Counselor and teacher recommendations, which include information about the applicant's character and personal qualities
- Essays
- Extracurricular and community involvement, including positive impacts on home and community
- Standardized test scores (Either SAT or ACT scores are acceptable, and writing is not required. SAT Subject Tests are not required. Test results from any of the student's high school years are acceptable, although 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
- Nonrefundable $75 fee or a fee-waiver request
- All supporting materials, including the Common or Coalition Application personal essay, the Washington University supplemental essay, a teacher recommendation, a school report for first-year admission or a dean's report for transfer admission, and the official transcript

Decision Plans

Washington University offers two binding Early Decision options (ED I, with a deadline of November 1 and notification by December 15, and ED II, with a deadline of January 2 and notification by February 15) 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 Early Decision. Applying 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 notification of admission. If admitted, the student must withdraw applications at other schools. A student may apply to only one school through 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. They may select one of the five divisions (architecture, art, arts & sciences, business, engineering) or the Beyond Boundaries program 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

Scores from one of three exams — TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), or the Duolingo English Test — are required of all international students for whom English is a second language, and they are also 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 to the College of Architecture are encouraged and applicants to 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 are to be submitted through SlideRoom and should include 12 to 15 pieces of recent work, which may include drawings, two- and three-dimensional pieces, and photographs. (If an applicant is submitting an architecture portfolio, they should not include CAD drawings or examples of their drafting skills.) The applicant may include additional information about each piece, such as the title, medium, dimensions and date completed.

Deferred Enrollment

Admitted students who have submitted their enrollment materials but 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 this period 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 about the 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) for more information.

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 during the fall semester. For current application deadlines (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 that 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- 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 must submit their high school transcripts, their 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 additional 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 about financial support (p. 32) 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 that 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, in accordance with the table found under the heading “Transfer Students” on the Arts & Sciences Degree Requirements (p. 907) page 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, preferably with preparation in the visual arts. Placement into the design studio sequence is determined by a portfolio review and an evaluation of prior course work. To assist with 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. 69) 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, applicants should 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 that a transfer applicant has already earned, in combination 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 with the program at Washington University as outlined on the Art Degree Requirements (p. 129) page. To assist with 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 and show a variety of art experiences, including drawings, work utilizing design principles, and some work in color. Applicants should include examples of work from basic drawing and design classes that indicate their technical and conceptual level of accomplishment, and some drawing should be from direct observation. If possible, applicants should 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 during the fall semester. The strongest candidates for admission are able to demonstrate solid academic performance at a two- or four-year college that mirrors most of the academic requirements that our students complete during their first or second year of study. For a sophomore-level transfer candidate, this would include Calculus II at the college level. For a junior-level transfer candidate, this 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; this letter will indicate the courses that will be accepted by the business 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. 959) 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; however, the McKelvey School of Engineering does not accept transfer students who have already completed a bachelor's degree. The transfer applicant must demonstrate academic achievement (i.e., a grade average of B+ or better), with strength in mathematics (calculus) and science (chemistry/physics). Transfer applicants to the McKelvey School of Engineering 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 for differential equations. Applicants interested in biomedical engineering should also have completed at least one semester of chemistry with lab and an introductory biology sequence that includes cellular, molecular and developmental biology as well as 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 transfer 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 on a pass/fail basis do not transfer.

To be recommended for any bachelor’s degree, a transfer applicant must satisfy applicable requirements of the McKelvey School of Engineering as shown in the Degree Requirements (p. 1063) section of this Bulletin. 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 and 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) courses, 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 (i.e., 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 may apply a maximum of 15 pre-matriculation units toward the 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 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, International Baccalaureate courses (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 McKelvey School of Engineering, 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. Not on the high school transcript and did not count toward the high school diploma
6. 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. To request to receive credit for college courses completed prior to Washington University, visit the College of Arts & Sciences website (https://artsci.wustl.edu/resources/policies-procedures).

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:

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

2. **International Baccalaureate.** Students who have earned the International Baccalaureate diploma or who 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.

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

4. 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 college-level courses 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). 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): These 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 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. 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 3 units of credit for Greek 101D upon completion of Greek 210. Students may be awarded 3 units of credit for Greek 101D and 3 units of credit for Greek 102D upon completion of Greek 317C or Greek 318C 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 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. 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, so 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 101D and 3 units of credit for Latin 102D upon completion of Latin 301, Latin 3161, Latin 3171 or Latin 3181 (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 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. 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 during the spring of freshman year and Biol 2970 during the fall of sophomore year.

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

Business/Organization

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

French (L34)

No credit awarded. Students will 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. Students will 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. Students will 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.

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 Middle Eastern Studies (p. 239)) 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)
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 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.

- Spanish 201E = 3 units for Span 102D
- Spanish 202 = 3 units for Span 201E and 3 units for Span 102D
- Spanish 307D = 3 units for Span 202 and 3 units for Span 201E
- Spanish 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 Chem 104. Those students who receive a 4 receive 3 units of Chem 103. Receipt of these credits has no bearing on the 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 Chemistry major must take Chem 111A and Chem 112A and the associated labs, Chem 151 and Chem 152. Students who wish to pursue another major or a pre-professional preparatory curriculum requiring general chemistry must take either Chem 105 and Chem 106 or Chem 111A and 112A (specific requirements defined by the major program) 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 Chem 104. These units do not replace Chem 105/106 or Chem 111A/112A. Chem 106 or 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 105/106 or Chem 111A/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.

Computer Science (E81) — AP Computer Science Principles/Test CSP
Grade 5, 4: 3 units of general elective credit for E81 013. Students who want to confirm their skills can take the placement exam during Orientation.
Grade 3, 2, 1: No credit given. Students who want to confirm their skills can take the placement exam during Orientation.

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: Language and Composition (L13) or Literature and Composition (L14) — Test: ENG
Grade 5: 3 credits of elective credit (L13 0001) contingent upon completing L59 111-119, L59 100 or L13 Writing 103 with a grade of B or better.
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: 3 units of credit for French 102D and 3 units of credit for 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: 3 units of credit for French 102D and 3 units of credit for 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: 3 units of credit for French 102D and 3 units of credit for 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 any 300-level German course.

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 106.

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 201D 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 and statistics 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 Mathematics and Statistics 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 and statistics 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 Mathematics and Statistics 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 191 and Physics 191L 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 191 and Physics 191L in the spring semester. Students may not enroll in Physics 192 without first taking Physics 191.

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

C Test (Mechanics) — Test: PCM

Grade 5: 4 total units of credit for Physics 191 (3 credits) and Physics 191L (1 credit). This corresponds to the first semester in a two-semester, calculus-based introductory physics sequence. Students may enroll in Physics 192 and Physics 192L, 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 191 and Physics 191L in the fall semester, followed by Physics 192 and Physics 192L in the spring semester. Students may not enroll in Physics 192 without first taking Physics 191.

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 191 and Physics 191L in the fall semester.

Grade 3, 2, 1: No credit given.

C Test (Electricity and Magnetism) — Test: PCE

Grade 5: 4 total units of credit for Physics 192 (3 credits) and Physics 192L (1 credit). 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 191 and Physics 191L in the fall semester, followed by Physics 192 and Physics 192L 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 191 and Physics 191L 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 L32 0001, 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 L32 0002, 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 2D Design (F20) — Test: A2D
Grade 5: 3 units of elective credit for Fine Arts 0001.
Grade 4, 3, 2, 1: No credit given.

Studio 3D 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 with 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 during the financial assistance process. When evaluating the extent of each applicant's need, the university considers many factors besides family income, such as the number of people in the 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: scholarships, 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 (https://admissions.wustl.edu/financial-aid/#scholarships), please visit the Admissions website.

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 they cover the full amount of tuition and mandatory fees. Army ROTC scholarships also include support for textbook purchases once per semester and a monthly subsistence allowance during the period that the student is in school on scholarship status. Some students who receive Army ROTC scholarships also receive stipends from the university toward room and board. The source of the student's stipend will be the university, the federal or state government, or other scholarships, depending on the student's eligibility for assistance. For more information, contact the Military Science Department, Washington University in St. Louis, 700 Rosedale Ave., Suite 1120, St. Louis, MO 63112; 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 three- or four-year Air Force ROTC (AFROTC) scholarships, which cover up to full tuition at Washington University, plus a monthly stipend and allowance for books. The In-College Scholarship Program (ICSP) requirements vary from 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). Some students who receive AFROTC scholarships also receive stipends from the university for room and board. The source of the student's stipend will be the university, the federal or state government, or other scholarships, depending on the student's eligibility for assistance.

Different types of AFROTC merit-based scholarships are available to students studying at Washington University. However, a scholarship is not required to join AFROTC or to successfully earn a commission. For scholarship details, contact AFROTC Detachment 207 at 314-977-8230 or afrotc@slu.edu.

Corporation Awards to Children of Employees

A number of companies have scholarship programs open to the children of their employees. Inquiries about such plans should be made through the 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 for tuition, fees, 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 four years of tuition, fees, 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, fees, 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, the family can borrow an amount up to or equal to that year’s tuition, fees, 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 by contacting Student Financial Services, Washington University in St. Louis, CB 1041, One Brookings Drive, St. Louis, MO 63130-4899; calling 314-935-4139 or 800-468-0569; faxing 314-935-4037; emailing Student Financial Services (financial@wustl.edu); or visiting the Partners in Education with Parents website (https://sfs.wustl.edu/newlyadmitted/Pages/PEP.aspx).

Installment Payment Plan (Monthly Payment Plan)

The monthly payment plan (https://sfs.wustl.edu/newlyadmitted/Pages/TuitionPay.aspx), which is administered by CASHNet, provides for the payment of the total annual university charges — tuition, fees, 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/pages/default.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 up to $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 2019-20 academic year is $27,125 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 $2,260 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. 32) 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. 32) 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 2019-20 academic year, it is $271 per semester. This special fee may vary from year to year. Information about the fee may be obtained from the Department of Campus Life (https://campuslife.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 $250 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, transfer and exchange students are required to pay a deposit upon admission to Washington University. The enrollment deposit is nonrefundable and will not be credited toward tuition. The enrollment deposit will be used to cover costs associated with “Bear Beginnings,” the new student orientation program, and an additional orientation program for international students.

- $500 for domestic first-year students
- $750 for international first-year students
- $250 for domestic transfer students
- $500 for international transfer students
- $500 for exchange students

Leaves from the University and Refunds

The College of Arts & Sciences, the Olin Business School, the Sam Fox School of Design & Visual Arts, and the McKelvey School of Engineering have similar policies on leaves and refunds for their undergraduate programs. Please note that the policies for withdrawals from the university follow a similar process and refund schedule. To request a leave or withdrawal, you will need to notify your school in writing.
Tuition Refund Schedule (as of Fall 2010)

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st or 2nd week of classes</td>
<td>100%</td>
</tr>
<tr>
<td>3rd or 4th week of classes</td>
<td>80%</td>
</tr>
<tr>
<td>5th or 6th week of classes</td>
<td>60%</td>
</tr>
<tr>
<td>7th or 8th week of classes</td>
<td>50%</td>
</tr>
<tr>
<td>9th or 10th week of classes</td>
<td>40%</td>
</tr>
<tr>
<td>After 10th week of classes</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

Students who wish to take a medical leave of absence should start that process with the Habif Health and Wellness Center (https://students.wustl.edu/medical-leave-absence). Schools will refund tuition according to the tuition refund schedule. They may take into account the date at which the student was no longer able to participate in course activities; for instance, the schools will routinely base a refund on the date of a hospitalization if that is the point from which the student was no longer able to attend class.

If a Federal Title IV aid recipient takes a leave or 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.

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)

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L
Latin American Studies (p. 660)
Linguistics (p. 679)

M
Marketing (p. 930)
Mathematics and Statistics (p. 685)
Mathematics and Computer Science (p. 685)

Mechanical Engineering (p. 1049)
Middle School Teacher Education (p. 393)
Music (p. 705)

O
Operations and Supply Chain Management (p. 930)
Organization and Strategic Management (p. 930)

P
Philosophy (p. 726)
Philosophy: Law and Policy (p. 726)
Philosophy: Philosophy of Science (p. 726)
Philosophy: Research (p. 726)
Philosophy-Neuroscience-Psychology: Cognitive Neuroscience (p. 740)
Philosophy-Neuroscience-Psychology: Language, Cognition and Culture (p. 740)
Physics (p. 755)
Political Science (p. 765)
Psychological & Brain Sciences (p. 787)
Psychological & Brain Sciences: Cognitive Neuroscience (p. 787)

R
Religious Studies (p. 810)

S
Second Major in Computer Science (p. 1004)
Second Major in Computer Science + Mathematics (p. 1004)
Second Major in Electrical Engineering (p. 1026)
Second Major in Financial Engineering (Business (p. 930) or Engineering (p. 1027))
Second Major in Systems Science and Engineering (p. 1027)
Secondary Teacher Education (p. 393)
Sociology (p. 835)
Spanish (p. 841)
Systems Science & Engineering (p. 1026)

U
Urban Studies (p. 866)

W
Women, Gender, and Sexuality Studies (p. 880)
Minors (all schools)

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

A
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Aerospace Engineering (p. 1060)
African and African-American Studies (p. 145)
American Culture Studies (p. 165)
Ancient Studies (p. 316)
Anthropology (p. 211)
Anthropology: Global Health and Environment (p. 211)
Applied Linguistics (p. 397)
Applied Microeconomics (p. 386)
Applied Physics & Electrical Engineering (p. 1028)
Arabic (p. 241)
Archaeology (p. 245)
Architectural History and Theory (p. 43)
Architecture (p. 43)
Art History and Archaeology (p. 254)
Art (p. 82)
Asian-American Studies (p. 271)
Astrophysics and Astroparticle Physics (p. 757)

B
Bioinformatics (p. 1005)
Biology (p. 278)
Biomedical Physics (p. 757)
Business of Analytics (p. 937)
Business of the Arts (p. 937)
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Business of Entertainment (p. 937)
Business of Social Impact (p. 937)
Business of Sports (p. 937)

C
Chemistry (p. 296)
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Classics (p. 316)
Comparative Arts (p. 327)
Comparative Literature (p. 327)
Computer Science (p. 1005)
Creative Practice for Social Change (p. 82)

D
Dance (p. 340)
Data Science in the Humanities (p. 542)
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Drama (p. 348)

E
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East Asian Studies (p. 374)
Educational Studies (p. 397)
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Energy Engineering (p. 1044)
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Entrepreneurship (p. 937)
Environmental Earth Sciences (p. 365)
Environmental Engineering Science (p. 1043)
Environmental Studies (p. 431)

F
Film and Media Studies (p. 456)
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G
General Business (p. 937)
General Economics (p. 386)
Germanic Languages and Literatures (p. 485)
Global Film and Media Studies (p. 456)

H
Health Care Management (p. 937)
Hebrew (p. 493)
Hindi (p. 498)
History (p. 504)
Human-Computer Interaction (p. 1006)
I
Interdisciplinary Environmental Analysis (p. 431)
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J
Japanese Language and Culture (p. 619)
Jazz Studies (p. 706)
Jewish, Islamic, and Middle Eastern Studies (p. 625)

K
Korean Language and Culture (p. 653)

L
Landscape Architecture (p. 43)
Latin American Studies (p. 662)
Legal Studies (p. 672)
Linguistics (p. 680)

M
Marketing (p. 937)
Materials Science & Engineering (p. 1060)
Mathematics and Statistics (p. 688)
Mechanical Engineering (p. 1061)
Mechatronics (p. 1062)
Medical Humanities (p. 695)
Medieval and Renaissance Studies (p. 703)
Music — General Studies (p. 706)

N
Nanoscale Science & Engineering (p. 1044)

O
Operations and Supply Chain Management (p. 937)
Organization and Strategic Management (p. 937)

P
Philosophy (p. 729)
Philosophy of Science (p. 729)
Philosophy–Neuroscience–Psychology (p. 744)
Physics (p. 757)
Political Science (p. 766)
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R
Religion and Politics (p. 802)
Religious Studies (p. 811)
Robotics (p. 1062)
Russian Language and Literature (p. 832)

S
Sociology (p. 837)
South Asian Languages and Cultures (Hindi) (p. 498)
Spanish (p. 843)
Speech and Hearing (p. 859)
Strategy (p. 937)
Systems Science & Engineering (p. 1030)

T
Text and Tradition (p. 542)

U
Urban Design (p. 43)
Urban Studies (p. 867)

W
Women, Gender, and Sexuality Studies (p. 881)
World Music, Dance and Theater (p. 724)
Writing (p. 901)
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 as well as 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 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.

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.

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.

Our four-year undergraduate degree programs emphasize the development of both making and digital skills, which help students to become more creative thinkers and designers. All architecture students take similar courses during their first three years; courses taken during the fourth year will differ depending on each student’s choice of program.

The Bachelor of Science in Architecture entails a more intensive study of architecture during the senior year. Students will take a senior-level design studio focused on advanced building design along with structures courses, architectural history/theory courses that emphasize urban design issues, and technology courses in environmental systems or landscape architecture.

The Bachelor of Arts in Architecture offers greater flexibility. Its strong, adaptable undergraduate curriculum prepares students for graduate study in architecture, usually for three years. During their senior year, students may choose to take additional architecture design studios, or they may pursue courses in other areas of interest.

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. Both programs prepare students to move on to a master’s degree, putting them on track for teaching and leadership positions in architecture and other related fields.

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 director and the 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
Website: http://samfoxschool.wustl.edu
Faculty

Endowed Professors

Bruce Lindsey, AIA (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

Igor Marjanovic (http://samfoxschool.wustl.edu/portfolios/faculty/igor_marjanovic)
PhD, Bartlett School of Architecture, University College of London

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

Heather Woofter (http://samfoxschool.wustl.edu/portfolios/faculty/heather_woofter)
Sam and Marilyn Fox Professor
MArch, Harvard University

Professors

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

Professors of Practice

Valerie Greer (http://www.samfoxschool.wustl.edu/portfolios/faculty/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

Mónica Rivera (http://samfoxschool.wustl.edu/portfolios/faculty/monica_rivera)
MArch, Harvard University

Xiaobo Quan (http://www.samfoxschool.wustl.edu/directory/11376)
PhD, Texas A&M University

Henry S. Webber
MPP, Harvard University

Associate Professors

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

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

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

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

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

Derek Hoeferlin (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)
PhD, University of California, Los Angeles

Hongxi Yin (http://www.samfoxschool.wustl.edu/directory/10636)
PhD, Carnegie Mellon University

Assistant Professors

Eric Ellingsen (http://samfoxschool.wustl.edu/directory/12104)
MArch, MLA, University of Pennsylvania
MA, St. John's College

Petra Kempf (http://samfoxschool.wustl.edu/portfolios/petra_kempf)
PhD, Karlsruhe Institute of Technology
MSc, Columbia University

Pablo Moyano (http://samfoxschool.wustl.edu/portfolios/faculty/pablo_moyano)
MArch, Washington University
MUD, Washington University

Kelly Van Dyck Murphy (http://samfoxschool.wustl.edu/portfolios/kelly_van_dyck_murphy)
MArch, Washington University

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 Professors**

Laurence Blough  
MS, Columbia University

Sarah Cremin  
MArch, University College Dublin

Gines Garrido  
PhD, Universidad Politécnica de Madrid

Alfredo Payá  
PhD, Superior Technical School of Architecture of Madrid

Antonio Sanmartin  
MArch, Harvard University

Nanako Umemoto  
BArch, The Cooper Union

**Visiting Associate Professor**

Julie Bauer ([http://samfoxschool.wustl.edu/portfolios/julie_bauer](http://samfoxschool.wustl.edu/portfolios/julie_bauer))  
Diplom-Ingenieur in Architecture, Technical University of Berlin

**Visiting Assistant Professor**

Jonathan Stitelman ([http://samfoxschool.wustl.edu/portfolios/jonathan_stitelman](http://samfoxschool.wustl.edu/portfolios/jonathan_stitelman))  
MArch, Washington University

**Senior Lecturers**

Ryan Abendroth  
MArch, University of Illinois at Urbana-Champaign

Michael Allen ([http://samfoxschool.wustl.edu/portfolios/michael_allen](http://samfoxschool.wustl.edu/portfolios/michael_allen))  
BA, The Union Institute

George Johannes  
MArch, Washington University

Rick Kacenski ([http://samfoxschool.wustl.edu/portfolios/rick_kacenski](http://samfoxschool.wustl.edu/portfolios/rick_kacenski))  
ASLA, LEED AP

Don Koster ([http://samfoxschool.wustl.edu/directory/47](http://samfoxschool.wustl.edu/directory/47))  
MArch, Washington University

**Doug Ladd** ([http://samfoxschool.wustl.edu/portfolios/doug_ladd](http://samfoxschool.wustl.edu/portfolios/doug_ladd))  
BA, Southern Illinois University Carbondale

**Emiliano López** ([http://samfoxschool.wustl.edu/portfolios/emiliano_lopez](http://samfoxschool.wustl.edu/portfolios/emiliano_lopez))  
MArch, Washington University

**Gay Lorberbaum** ([http://samfoxschool.wustl.edu/directory/475](http://samfoxschool.wustl.edu/directory/475))  
MArch, Washington University

**Jacqueline Margetts** ([http://samfoxschool.wustl.edu/portfolios/jacqueline_margetts](http://samfoxschool.wustl.edu/portfolios/jacqueline_margetts))  
MPhil, University of Auckland (New Zealand)

**Dennis McGrath** ([http://samfoxschool.wustl.edu/portfolios/dennis_mcgrath](http://samfoxschool.wustl.edu/portfolios/dennis_mcgrath))  
BArch, University of Kansas

**Robert Moore**  
PhD, Washington University  
BFA, Syracuse University

**James Scott**  
JD, Saint Louis University School of Law

**Phillip Shinn**  
BS, Princeton University

**Lindsey Stouffer** ([http://samfoxschool.wustl.edu/directory/492](http://samfoxschool.wustl.edu/directory/492))  
MFA, Washington University

**Ian Trivers** ([http://samfoxschool.wustl.edu/portfolios/ian_trivers](http://samfoxschool.wustl.edu/portfolios/ian_trivers))  
PhD, University of Michigan

**Professors Emeriti**

Paul Donnelly

Iain A. Fraser

Gerald Gutenschwager

James Harris

Sheldon S. Helfman

Udo Kultermann

Leslie J. Laskey

Donald Royse

Thomas L. Thomson

**Deans Emeriti**

Constantine E. Michaelides  
FAIA

Cynthia Weese  
FAIA
Majors

The Major in Architecture

Bachelor of Arts Degree

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 111</td>
<td>Introduction to Design Processes I</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 112</td>
<td>Introduction to Design Processes II</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 211B</td>
<td>Introduction to Design Processes III</td>
<td>4.5</td>
</tr>
<tr>
<td>ARCH 212B</td>
<td>Introduction to Design Processes IV</td>
<td>4.5</td>
</tr>
<tr>
<td>ARCH 311</td>
<td>Architectural Design I</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 312</td>
<td>Architectural Design II</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 3280</td>
<td>Architectural History I: Antiquity to Baroque</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 3284</td>
<td>Architectural History II: Architecture Since 1880</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 445</td>
<td>Building Systems</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 499</td>
<td>Senior Capstone in Architecture</td>
<td>3</td>
</tr>
<tr>
<td>History/Theory Research &amp; Writing Elective</td>
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<td>3</td>
</tr>
</tbody>
</table>

For additional information about current requirements, please visit the Degree Requirements (p. 69) page.

Bachelor of Science in Architecture Degree

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 111</td>
<td>Introduction to Design Processes I</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 112</td>
<td>Introduction to Design Processes II</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 211B</td>
<td>Introduction to Design Processes III</td>
<td>4.5</td>
</tr>
<tr>
<td>ARCH 212B</td>
<td>Introduction to Design Processes IV</td>
<td>4.5</td>
</tr>
<tr>
<td>ARCH 311</td>
<td>Architectural Design I</td>
<td>6</td>
</tr>
<tr>
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</tr>
<tr>
<td>ARCH 3284</td>
<td>Architectural History II: Architecture Since 1880</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 445</td>
<td>Building Systems</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 447A</td>
<td>Structures I</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 448A</td>
<td>Structures II</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 438</td>
<td>Environmental Systems I</td>
<td>3</td>
</tr>
<tr>
<td>History/Theory Research &amp; Writing Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

For additional information about current requirements, please visit the Degree Requirements (p. 69) 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 the following:

Required courses:

9 units of architectural history survey:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 3280</td>
<td>Architectural History I: Antiquity to Baroque</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 3284</td>
<td>Architectural History II: Architecture Since 1880</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 4288</td>
<td>Architectural History III: Advanced Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

3 units of methodology course work:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 601</td>
<td>Theories &amp; Methods of Historical Research</td>
<td>3</td>
</tr>
<tr>
<td>or Other methodology-based courses approved by the minor adviser</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Elective courses: 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 Hoeferlin (hoeferlin@wustl.edu)

The minor in architecture is open to all students at Washington University in St. Louis who are not majoring in architecture. Students interested in the minor should contact the minor adviser.

Units required: 18,* including the following:

Required courses:

6 units minimum of introductory design chosen from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 111</td>
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</tr>
<tr>
<td>ARCH 447A</td>
<td>Structures I</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 448A</td>
<td>Structures II</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 438</td>
<td>Environmental Systems I</td>
<td>3</td>
</tr>
<tr>
<td>History/Theory Research &amp; Writing Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
### 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 Arts with a major in architecture. Interested students should contact the minor adviser.

**Units required:** 18,* including the following:

**Required courses:**

- 6 units of design course work:
  - **Code** | **Title** | **Units**  
  - ARCH 312 | Architectural Design II | 6  
  - **or** ARCH 412 | Architectural Design IV | 4.5

- 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

- 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  
  - **or** LAND 553 | Integrated Planting Design | 3  
  - LAND 556A | Trees, Soils, & Systems: Introduction to Arboriculture | 3  
  - **or** LAND 565 | Landscape Technology | 3

- Other ecological systems courses 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 Arts with a major in architecture. Interested students should contact the designated minor adviser.

**Units required:** 18,* including the following:

**Required courses:**

- 6 units of foundational course work:
  - **Code** | **Title** | **Units**  
  - ARCH 241 | Community Dynamics | 3  
  - **or** ARCH 307X | Community Building | 3

- 6 units of design course work:
  - **Code** | **Title** | **Units**  
  - ARCH 312/ARCH 412 | Urban Design-Focused Studio (6 units) | 6

- 6 units of advanced course work:
Code  Title                                Units
ARCH 656 Metropolitan Urbanism            3
MUD 658 Metropolitan Sustainability      3
or Other Master of Urban Design-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.

**Addisonal Information**

In the event that a required course is not offered in a given semester or if a student has irreconcilable scheduling conflicts with their required major courses or other minor courses, an appropriate alternate course may be substituted with approval from the minor adviser.

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 in all courses 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**

**A46 ARCH** (p. 45): Architecture
**A48 LAND** (p. 65): Landscape Architecture

**Architecture**


**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.

**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.

**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 ISO INTER D 175

**A46 ARCH 183A Practices in Architecture + Art + Design**
This course offers first-year students in the College of Architecture 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.
Credit 1 unit.

**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 2D and 3D 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 though 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/for-faculty-and-staff/community-engaged-teaching) course.
Credit 3 units. Art: CPSC EN: H

**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.

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.

A46 ARCH 241 Community Dynamics
This course builds on the investigations of A46 307X Community Building and concentrates on the economic, political and social dynamics shaping neighborhoods. 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. A survey of the paradigms of American urban design and planning will provide an overview of the creative strategies (and ongoing contradictions) of redevelopment in the 21st century. Students will be exposed to a range of research methods for understanding deep, relational, political and legalistic dynamics shaping communities. Credit 3 units. Art: CPSC

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.

A46 ARCH 2647 Italian Language (Florence)
This course covers Italian grammar and conversation for study abroad students in Florence. Taught entirely in Italian. There is an emphasis on class participation accompanied by readings and writings. The student develops facility speaking the language on an everyday basis. Same as F20 ART 2647 Credit 3 units.

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

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 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 2D & 3D 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.

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 INTER D 306M Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: CPSC, HUM BU: BA, HUM EN: H

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.
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, 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 multiple, 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 for the course. 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://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course. Credit 3 units. Art: CPSC EN: H

A46 ARCH 312A Architectural Design II (Study Abroad)
Prerequisite: satisfactory completion of Arch 311. Credit 6 units.

A46 ARCH 316F Re-Discover the Child
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 will expand our views about learning by experimenting with the creative process of lateral thinking. We will learn about learning by meeting with some brilliant people at the university and in the St. Louis community who are exceptional in the scholarly, professional, and civic engagement work they are accomplishing. We will learn about learning by working in teams to develop exciting curriculum (based upon the knowledge and passion that students bring from their academic studies and range of interests) for middle-school students from economically disadvantaged urban families. Each week of the semester, we will learn about learning by providing one-hour 2D and 3D hands-on problem-solving workshops for middle-school students at the Compton-Drew Middle School, which is adjacent to the Science Center in the city of St. Louis. Students and their Washington University teammates will implement the workshops they create throughout the semester for a group of six to eight Compton-Drew Middle School students. In this course, we celebrate the choices of the studies we each pursue, and we expand our experience in learning from each other's knowledge bases and from each person's particular creativity in the area of problem solving. This course seeks students from all disciplines and schools, from first-year students through seniors. Credit 3 units. Art: CPSC

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.

A46 ARCH 317M Architecture Through the Photographic Lens
Same as F20 117M, 217M, 417M - Juniors (only) register for F20 317M. Photography offers ways of seeing and representing the world around us. This course provides technical and conceptual frameworks for understanding architectural space as seen through the camera. Topics include building as site, landscape as context, and the architectural model as a representation tool. Students are introduced to a wide range of artists and architects, helping build a unique camera language to support their individual projects. Students will learn DSLR camera basics, fundamentals of Photoshop, digital printing techniques and studio lighting for documenting architectural models. The course assumes no prior experience with digital imaging technologies or materials. Digital camera required. Same as F20 ART 317M Credit 3 units. Art: FAAM

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.
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.

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.

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 3D software with a focus on 2D, 3D, 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 3D printer, laser cutter, and/or other digital output tools. Credit 3 units.

A46 ARCH 326J Digital Representations
Digital Representations introduces students to digital modeling and fabrication, parametric workflow, and various 2D 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 2D drawings presented in the format of a final review. Credit 3 units.

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 environments and 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. Arch: HUM: Art: FADM

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
A46 ARCH 3280 Architectural History I: Antiquity to Baroque
This lecture course will introduce major historical narratives, themes, sites, and architects from ancient Greece to the end of the Baroque period. We will 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 will be pulled together around the following themes: (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 will also pay close attention to major sites of landscape and urban-scale work. Requirements will include a midterm exam, a final exam, and a series of short papers. Credit 3 units. Arch: HT EN: H

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

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

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.

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.

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
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.

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 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.
Same as X10 XCORE 343
Credit 3 units.

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 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.
Same as X10 XCORE 344X
Credit 3 units.

A46 ARCH 346X 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 will read selections from various writings about shopping and the marketplace. We will also view several films examining the shopping environment in narratives of power and desire. Prerequisite is completion of Sam Fox foundations year. Open to sophomores and above.
Same as X10 XCORE 346X
Credit 3 units.

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 2D and 3D 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 (https://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course.
Credit 3 units. Arch: NSM Art: CPSC, NSM

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. Art: CPSC

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

A46 ARCH 3823 15th- & 16th-Century Florence, Rome & Venice: Rethinking Renaissance Visual Culture
The Early Renaissance — also known as the quattrocento — usually denotes the period from circa 1400 to circa 1500. In those 100 years, Italy, particularly 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; and architects such as Brunelleschi and Alberti up to Sangalo.
Same as F20 ART 3823
Credit 3 units. Arch: HT, RW Art: AH

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. Art: AH EN: H

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.

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, Persessutti 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

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.

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, Bernard 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 Konstantic Orlic. Resources will include the collections of the Mildred Lane Kemper Art Museum and the Saint Louis Art Museum.
Credit 3 units.
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, ideograms, 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.

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.

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.

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

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 (https://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course.

Same as I50 INTER D 406
Credit 3 units. A&S IQ: SSC Arch: S; EN: S

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 imaginative responses to the nature of the material and its production. Course limited to 10 students. Credit 3 units.

A46 ARCH 405H 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 both on and off campus; these projects will be developed with and guided by faculty advisors 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, and it will also address contemporary topics in energy, the 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 (https://docs.google.com/forms/d/e/1FAIpQLSeqnyXZlonNHhSMBM0dBePCjE6lpXGVWdA9Rzgu4Mph_g/viewform) is required at the time of registration; students will be accepted from the waitlist after the application process.

Same as I50 INTER D 405
Credit 3 units. A&S IQ: SSC Arch: SSC Art: CPSC, SSC EN: S

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, 3D 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 or/for a door/window/portal/aperture system. No previous fabrication experience or expertise is required. Credit 3 units.

A46 ARCH 407B Dynamic Materialism and Urbanism
Dynamic Materialism and Urbanism is a course developed for students who are interested in emerging technologies and digital production. The course develops and tests experimental design processes in architecture and digital media by enhancing 3D technologies, and it allows each student to adopt abstract thinking and making processes. This course develops digital design skills with the conceptual understanding of transformative awareness of artistic production of computational processes that can inspire new forms of architectural conditions. The current developments in digital technology allow mathematical expressions to transform complex generative systems, which have shifted the formal discourse of architecture. The new digitally based techniques are being invented to inform creative processes in architecture through manipulations of complex geometrical and topological forms. This course will focus on developing new techniques that translate these mathematical developments into diagrammatic design strategies. The generative modeling techniques will be deployed by the students for this investigation. Students will develop a complex set of massing strategies with conceptual development for defining and inventing dynamic-based architectural proposals within an urban context. Through digital modeling and mutating architectural strategies, each student will develop a transformational condition of a new emerging design. The new architectural forms are to be modeled through CAD/CAM (laser cutting) and rapid prototyping (3D printing) for physical outputs.

Credit 3 units.

A46 ARCH 408A Digital Visualization Workshop: 2D 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 software (Photoshop and Illustrator) allowing a basic understanding of resolution and line types with articulated graphic awareness to develop complex 2D 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.

A46 ARCH 408B Digital Visualization Workshop: Advanced 3D 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.

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, VRay, 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.

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 "2D-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.

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 3D 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 3D printing, laser cutting, 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.

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, 2D representation, 3D modeling and animation rendering throughout the course, both as general workshops and individual project basis.
Credit 3 units.

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 intersection 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.

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.
A46 ARCH 4080 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 2D limitation to develop thickness. The increase to 2.5D or 3D 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 3D 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.

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.

A46 ARCH 409E Architectural Sketching
An introduction to architectural sketching — a graphic communication skill that architects and design students 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. Students will be registered for the course from the waitlist by the Registrar's Office. Priority will be given to undergraduate students. Prerequisite: Drawing I or graduate architecture standing. Credit 3 units.

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.

A46 ARCH 411 Architectural Design III
Prerequisite: satisfactory completion of Arch 312. Credit 6 units.

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.
A46 ARCH 412 Architectural Design IV
Prerequisite: satisfactory completion of Arch 411. Credit 6 units.

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.

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 topics 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 line 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.

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 1950s 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

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 mapping, 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 3D 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. Arch: ECOL

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.

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.

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.

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.

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.

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

A46 ARCH 430A Special Topics: Territories, Watersheds, Infrastructures
This course will be a multiscalar, transdisciplinary group project to position the Mississippi River, its tributaries, and the St. Louis region within the broader geographic, political, ecological, industrial, agricultural, and economic landscapes. The fieldwork-based seminar will deploy radical methods of site-specific documents, such as flying balloons for context-specific forms of aerial photography and/or conducting video surveys via canoe and/or kayak trips along the Mississippi and its backwaters, among others. These documentations will then be translated into a group-produced project that may include large-format photographs, mappings, videos, and/or animations contributing to a field-station exhibition, potentially on or within a barge. The project will collaborate closely with Jesse Vogler’s and Mathew Fluharty’s "Anthropocene Vernacular" project and the Berlin-based Haus der Kulturen der Welt’s "Mississippi: An Anthropocene River" project. Through the end of 2019, Haus der Kulturen der Welt is convening several interdisciplinary groups to "investigate the river basin to develop local approaches to issues of global change and together will forge new methods of transdisciplinary research and education." Additional project partners will include diverse interest groups such as the U.S. Army Corps of Engineers, Big Muddy Adventures, the barge industry, and farmers, among others. The exhibited work will be used to represent ideas and to display objects of action for a set of public discussions about responsibility, agency, and possible futures for the Mississippi River Basin. Credit 3 units.

A46 ARCH 430B Special Topics: 1000 Sections
Representation structures awareness. Sections are an instrumental mode of representation, allowing a viewer/designer to understand spatial attributes such as proportion, position, and performance. Section drawing is both basic and fundamental: it is among the suite of techniques designers rely on to convey information at all phases of a project and at multiple scales. In this course, we will use section drawing as a method of analyzing lived experience, canonical architecture, and building typology. This course will be drawing intensive, with a positive attitude toward excess and joy. Our work will progress through the reading of critical theoretical texts to the analysis of pertinent projects to direct experience in the world. Collectively, we will assemble a tome of sections that explore a range of spatial types, build performance, and build typologies. We will engage in a dialogue around measurement, scale, datum, and theories of space. This will lead to an individually driven series of drawings exploring the imaginative potential of section drawing. Credit 3 units.

A46 ARCH 430C Special Topics: Learning From Pruitt-Igoe
This seminar examines the design and adaptation of ordinary inhabitation, taking as its starting point the Pruitt-Igoe housing project in St. Louis. Did this housing project succeed or fail as architecture? The question maybe has been asked for the wrong reasons. We will examine whether Pruitt-Igoe fulfilled the United States’ government’s goal of creating modern, effective mass housing for working-class Americans. The path to an answer will examine the tangle of architectural modernism (and its critics), vernacular architecture, US housing policies and ideological shifts within architecture itself. The seminar will investigate the career of architect Minoru Yamasaki, precedent tenement housing forms and other social mass housing projects in the United States and Europe. Ultimately, students will complete research on whether or not it is possible to (re)claim Pruitt-Igoe as a successful architectural endeavor by understanding what housing forms it was intended to replace and what has come after. Credit 3 units.

A46 ARCH 430D Special Topics: The Thin Side of Concrete
Building enclosures constitute the physical barrier between interior and exterior environments. They protect interior spaces against water, wind, sunlight, temperature, sound, and other forces of nature. Today, building enclosures are sophisticated assemblies conceived through complex processes that merge design, science, and craft. The outermost layer of the exterior wall is the most exposed to natural forces, so it needs careful attention; its performative aspects must work effectively over the lifetime of the building. The design of building enclosures must be evaluated in terms of function, aesthetics, feasibility,
durability, maintenance, and cost. Concrete has a long history as a building material. Although Roman use of the material is widely known, concrete gave modern architecture a versatile material to explore new kinds of structures and assemblies. During the last few decades, precast concrete has grown within the building industry as a viable alternative due to its strength, durability, resiliency, and cost. As newer technologies have emerged, concrete has experienced several improvements, among which the reduction of its thickness is maybe the most remarkable. This seminar focuses on the use of thin concrete assemblies as a performative part of building envelopes. Students will start by conducting research and analyzing the historic and contemporary use of concrete in building precedents. They will then proceed to identify a specific environmental condition that their enclosure study will respond to and advance the design through detail drawings and study models, culminating in a full-scale mockup assembly.

Credit 3 units. Arch: NSM EN: H

A46 ARCH 430J Special Topics in History & Theory: Documenting Le Corbusier
This design research seminar will focus on the digital and physical modeling of some of the architectural design projects of the French-Swiss architect Le Corbusier (1887-1965). Students will work in teams to produce drawings and physical models of built projects such as the monastery of La Tourette (1953), and unbuilt designs such as the League of Nations headquarters (1926). Students will work individually and in teams. Exhibition and partial publication of the work is anticipated.

Credit 3 units. Arch: CAST, GACS

A46 ARCH 430M Special Topics in History & Theory: Hidden in Plain Sight: How to Read a Building
This seminar is an exploration of the importance of autonomy, formal analysis, and the rigorous use of architecture’s unique language in the service of an idea, all unrelated to ‘style.’ The aim here is to demonstrate that, in the best of architecture — particularly in the Great (Canonical) Works — there is an “intention” that can be “read” in the buildings. These readings demonstrate a recurring methodology that can represent a rigorous, timeless, and comprehensive approach to understanding meaning in architecture from antiquity to the present. These intentions, which can be expressed as diagrams, are hidden in plain sight. They are not, in this context, diagrams of information that simply depict program, geometry, structure, circulation, and so on. The course will be comprised of lectures, reading assignments, in-class discussions, and drawing exercises. The lectures will introduce specific examples of the language of architecture. Using this language, students will analyze individual structures and compare buildings side by side. These comparisons will include buildings that come from different historical periods and that look nothing alike but that will be found to share the same basic diagram, as well as buildings that appear to resemble each other but that are fundamentally different. The goal is to learn to read buildings, to see in a deeper way, and to use that skill to analyze, refine, and correct one’s own work.

Credit 3 units. Arch: GARW, RW

A46 ARCH 430N Special Topics in History & Theory: Learning From Pruitt-Igoe
This seminar examines the design and adaptation of ordinary inhabitation, taking as its starting point the Pruitt-Igoe housing project in St. Louis. Did this housing project succeed or fail as architecture? This question may have been asked for the wrong reasons. We will examine whether Pruitt-Igoe fulfilled the United States government’s goal of creating modern, effective mass housing for working-class Americans. The path to an answer will examine the tangle of architectural modernism (and its critics), vernacular architecture, U.S. housing policies, and ideological shifts within architecture itself. The seminar will investigate the career of architect Minoru Yamasaki, precedent tenement housing forms, and other social housing projects in the United States and Europe. Ultimately, students will complete research on whether or not it is possible to (re)claim Pruitt-Igoe as a successful architectural endeavor by understanding what housing forms it was intended to replace and what has come after.

Credit 3 units. Arch: GARW, RW

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 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 upon 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.
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 3D 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 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 4381 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 438C Expanding Skin

In the 1957 text “The Pliable Plane: Textiles in Architecture,” Anni Albers wrote the following: “…if we think of clothing as a secondary skin we might enlarge on this thought and realize that the enclosure of walls in a way is a third covering, that our habitation is another ‘habit.’” In this text, Albers proposed the concept of skin as an inhabitable layer, first as a covering for the body and then as an expanded layer of enclosure. This seminar will explore Albers’ concept of the secondary skin by developing new strategies for constructing complex surfaces at the scale of the human body, particularly in the context of digital fabrication and computational design. Emphasis will be placed on assemblies that yield innovative visual or tactile effects while also engaging specific material performance. How can we design with a focus on performative pattern that can enclose the body and its structural and geometric complexities? How can we conceive of patterns that are not disrupted by these complexities but rather enhanced by them? The course will consist of lectures, readings and seminar discussions, tutorials, iterative material investigations, 3D digital modeling, and digital fabrication. Student projects will focus on the design of inhabitable, layered constructions while engaging constructive techniques from both the fashion and architectural disciplines. Rhino (with Grasshopper), Maya or Z Brush will be utilized for the initial digital investigations. Students will experiment with materials and develop innovative construction methods that engage digital fabrication tools such as the 3D printer, the laser cutter, and CNC mill for the production of a second skin in the form of a garment for the human body.
Credit 3 units.

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 4391 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 (Mumbai)

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 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.

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.

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.

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 interdisciplinary, 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.

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 Shinozuka Kazuo and technology-driven designs of Ikeye 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.

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

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: CPSC, FADM EN: H
A46 ARCH 456B Way Beyond Bigness...or Toward 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.XI 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

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 (https://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course. Credit 3 units. Arch: CAST, GACS Art; CPSC EN: S

A46 ARCH 462N Constructing Ideas

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 applied 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.

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 understanding 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.

A46 ARCH 462H Information Modeling for Sustainable Design

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. Fullfills Urban Issues elective requirement, MUD-Track elective requirement. Same as A49 MUD 463B Credit 3 units.

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 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. However, 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. Fullfills Urban Issues and MUD Track elective requirement.
Credit 3 units. Arch: GAMUD, GAUI, UI

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 perspicacity 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. Fullfills history/theory requirement. Credit 3 units.

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 a specific plan, event, or project that could later be implemented in the community. Credit 3 units.

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.

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.

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: CAST, GACS

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

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 2D and 3D 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.

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, 3D 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 (http://www.noma.net) Conference. CET (https://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course. Credit 3 units. Art: CPSC

A46 ARCH 488 Architecture Service Learning Practicum
The Sam Fox School of Design & Visual Arts, the College of Architecture, and the Graduate School of Architecture & Urban Design are giving 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 will do 2D and 3D hands-on problem-solving projects, use the libraries and computer labs on campus, and be introduced to the field of architecture through lectures and discussions about design projects they will undertake. Washington University graduate and undergraduate students in architecture will participate in the important responsibility of being teaching assistants. Credit variable, maximum 1 units.

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 2D and 3D 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 (https://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course.

Credit 3 units. Art: CPSC

A46 ARCH 490A Explore & Contribute: Collaboration Between Washington University & 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. The will be an additional meeting on campus for one hour on Wednesdays at a time to be determined later by the enrolled students. CET (https://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course.

Credit 3 units. Art: CPSC

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.

Landscape Architecture

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.

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.

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.

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.
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 interdisciplinary, involving 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.

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, allee, 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.

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.

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 intrusions, 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. Arch: ECOL

Sam Fox School of Design & Visual Arts
Ralph J. Nagel Dean
Carmon Colangelo (http://www.samfoxschool.wustl.edu/portfolios/faculty/carmon_colangelo)
E. Desmond Lee Professor for Collaboration in the Arts
MFA, Louisiana State University

Associate Dean
Nicole Allen (http://www.samfoxschool.wustl.edu/directory/2695)
MA, University of Wisconsin

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

College of Architecture/Graduate School of Architecture & Urban Design
Heather Woofter (http://samfoxschool.wustl.edu/portfolios/faculty/heather_woofter)
Director, College of Architecture and Graduate School of Architecture & Urban Design
Sam and Marilyn Fox Professor
MArch, Harvard University
The known artists included Max Beckmann, Philip Guston and other internationally renowned artists. The Art Center has been the focal point of emerging artists since its founding in 1952. The Sam Fox School is composed of the College of Architecture, 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.

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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 that links 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).

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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 40 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 with another university area.

Both core and advanced studios integrate contemporary theory and practice. Among the innovative programs offered are the following:

- Multidisciplinary courses are 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, Berlin, Buenos Aires and Florence 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; WashU City, 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.
- 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 D.B. Dowd Modern Graphic History Library (https://library.wustl.edu/spec/mghl).

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. Design faculty have won numerous professional awards.
honors, and 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, highlighting 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, six-building campus for design and the visual arts located on the eastern portion of the Danforth Campus. Conceived around a central courtyard, it both reflects and updates Washington University’s original campus plan, which was developed in 1895 by Frederick Law Olmsted, the founder of American landscape architecture.

Designed by the internationally acclaimed architecture firm KieranTimberlake, Anabeth and John Weil Hall (https://samfoxschool.wustl.edu/buildingthefuture/#Weil) houses state-of-the-art graduate studios, classrooms and digital fabrication spaces. With its abundant natural light and flexible, loft-style studios and workspaces, Weil Hall is a new locus for teaching, study, creation and critique. The William A. Bernoudy Architecture Studio — along with studios for graduate architecture, landscape architecture, urban design, illustration & visual culture, and visual art — houses programs for the Graduate School of Architecture & Urban Design and the Graduate School of Art. Over the last decade, both graduate schools, which include the nationally ranked Master of Architecture and Master of Fine Arts in Visual Art programs, have doubled in size. The Roxanne H. Frank Design Studio houses the Graduate School of Art’s new Master of Fine Arts in Illustration & Visual Culture program, which welcomes its first class in fall 2019.

Another component of Weil Hall — the luminous, two-story Kuehner Family Court — features a living green wall, skylights, and glass walls that allow for visual connectivity between studio spaces, providing students with a feeling of simultaneity and participation in a larger community. As the conceptual heart of the building, the Caleres Digital Fabrication Studio allows students and faculty across programs to execute complex projects using state-of-the-art tools. Other notable spaces include the Ralph J. Nagel Dean’s Suite and Weil Hall Commons, which includes a commissioned mural wall that features new works by alumni each year.

Earl E. and Myrtle E. Walker Hall brings together the undergraduate sculpture and painting areas. The sculpture area includes undergraduate studios, a wood shop, a metal shop, an installation room, and a faculty office, all on the ground level and first floor. The undergraduate painting studios are on the second floor.

William K. Bixby Hall, completed in 1926, has grown and changed to meet the needs of the students, faculty and administration of the College & Graduate School of Art. The building currently houses teaching and studio spaces for first-year art and design students, the undergraduate fashion design and printmaking majors, and the Nancy Spirtas Kranzberg Studio for the Illustrated Book (http://samfoxschool.wustl.edu/node/3649). The Dubinsky Printmaking Studio, a state-of-the-art facility, is located on the first floor. On the ground floor, an administrative suite is home to student services and the finance office.

Joseph B. Givens Hall has been architecture’s home since 1932. It features a variety of studio spaces, including large drafting rooms with 15-foot ceilings, large windows, and skylit ateliers. The building’s compact and elegant Beaux-Arts design has at its heart a grand central stair often used for socializing and informal meetings. Givens Hall also houses a main lecture room, review spaces, classrooms, digital fabrication labs (http://samfoxschool.wustl.edu/node/3432), and administrative offices for the deans and directors of the Sam Fox School.

Mark C. Steinberg Hall, completed in 1960, was the first commission by Fumihiko Maki, then an architecture professor at Washington University. Formerly home to the Gallery of Art, the Department of Art History & Archaeology in Arts & Sciences, and the Art & Architecture Library, Steinberg Hall now houses Career Services and the undergraduate communication design and photography majors on the lower level; public spaces such as Steinberg Hall Gallery and Etta Eiseeman Steinberg Auditorium on the main level; and architecture and communication design studios on the upper level.

The Mildred Lane Kemper Art Museum (http://www.kemperartmuseum.wustl.edu), completed in 2006, is another commission by Maki. The 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 Kenneth and Nancy Kranzberg Art & Architecture Library and the Department of Art History & Archaeology.

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 the following:

2018-19
• Diana Al-Hadid
• Enrique Martínez Celaya
• Tod Williams and Billie Tsien Architects | Partners
• Winka Dubbeldam
• Richard Sennett
• Leah Dickerman
• Alfredo Payá
• Morehshin Allahyari
• Iñigo Manglano-Ovalle
• Gabriel Asfour
• Sandra Barclay and Jean Pierre Crousse
• David Humphrey
• Georgina Huljich
• V. Mitch McEwen
• Douglas Farr
• Cristiano Ceccato
• Richard Murphy
• Gunther Vogt

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 Arts in Architecture. The requirements for both degrees are the same through the junior year. Students choose which degree program they wish to pursue. Further information about 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 two design courses particular to architecture. They take a drawing course and required courses in the College of Arts & Sciences in addition to electives across the university.

For the Bachelor of Science degree, students continue to study architecture in depth through the senior year. For those in the Bachelor of Arts program, the fourth year offers the flexibility of studying outside of architecture or pursuing other electives.

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 Arts degree with a major in architecture usually apply to three-year Master of Architecture programs. Please visit the Graduate School of Architecture & Urban Design (http://bulletin.wustl.edu/grad/architecture) for more information.

College of Architecture Requirements

Students must fulfill the following degree requirements:

Academic Requirements

1. Writing: 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 requirement by taking an approved writing course or by review of a writing portfolio. For more information, visit the College Writing Program website (https://collegewriting.wustl.edu).

2. Math 131 Calculus I (Natural Sciences/Math) with a C- or better

3. Physics 191U Physics I — Sophomores, Juniors, and Seniors Only (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 "Arch HUM" fulfill the 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 and Psychological & Brain Sciences as well as courses from other areas, including interdisciplinary studies. Courses designated “Arch 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; may be taken pass/fail

7. Art History (Art-Arch 215 Introduction to Modern Art, Architecture and Design) with a C- or better; may not be taken pass/fail
**Architecture Degree Requirements:**

**Students in the Classes of 2020, 2021, and 2022**

**Major Required Courses: Bachelor of Science in Architecture**

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* A maximum of 15 non-Washington University units (including Advanced Placement, International Baccalaureate, and transfer credit) is permitted. A maximum of 9 units may be applied to physical education, lessons and/or independent studies. No units in University College are accepted.

**Architecture Degree Requirements:**

**Students in the Class of 2023**

**Major Required Courses: Bachelor of Science in Architecture**

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<td>Structures II</td>
<td>3</td>
</tr>
<tr>
<td>History/theory research and writing elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Sam Fox Commons or architecture, art, or design electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Electives*</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>101</td>
</tr>
</tbody>
</table>

* A maximum of 15 non-Washington University units (including Advanced Placement, International Baccalaureate, and transfer credit) is permitted. A maximum of 9 units may be applied to physical education, lessons and/or independent studies. No units in University College are accepted.
* A maximum of 15 non-Washington University units (including Advanced Placement, International Baccalaureate, and transfer credit) is permitted. A maximum of 9 units may be applied to physical education, lessons and/or independent studies. No units in University College are accepted.

**Major Required Courses: Bachelor of Arts in Architecture**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practices: Art + Architecture + Design I</td>
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</tr>
<tr>
<td></td>
<td>Practices: Art + Architecture + Design II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Introduction to Design Processes I</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>Introduction to Design Processes II</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>Introduction to Design Processes III</td>
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</tr>
<tr>
<td></td>
<td>Introduction to Design Processes IV</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 311</td>
<td>Architectural Design I</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 312</td>
<td>Architectural Design II</td>
<td>6</td>
</tr>
<tr>
<td>ARCH 3280</td>
<td>Architectural History I: Antiquity to Baroque</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 3284</td>
<td>Architectural History II: Architecture Since 1880</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 445</td>
<td>Building Systems</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 499</td>
<td>Senior Capstone in Architecture</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>History/theory research and writing elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Architecture electives at 300 level or above</td>
<td>6</td>
</tr>
<tr>
<td>Electives*</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>Total Units</td>
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<td>101</td>
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</tbody>
</table>

* A maximum of 15 non-Washington University units (including Advanced Placement, International Baccalaureate, and transfer credit) is permitted. A maximum of 9 units may be applied to physical education, lessons and/or independent studies. No units in University College are accepted.

**Additional Requirements**

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.

Each undergraduate student must 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 the College of Architecture Requirements) must be passed with a grade of C- or better.

Each student must spend at least three semesters in full-time residence (at least 12 units per semester) at Washington University. Unless excused by the director of the College of Architecture, the student must earn the last 30 units at Washington University. The director of the College of Architecture may waive the full-time residence requirement for students who are employed full-time and who 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 during any semester. Students may earn a maximum of 9 units toward the degree in supervised performance and/or in group or individual performance courses, internships, and independent studies combined.

**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 in architecture or to major in architecture and choose a minor or 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. Have achieved a semester grade-point average of 3.5 or higher.

**Latin Honors:** Graduating students may be considered for Latin Honors (cum laude, magna cum laude or summa cum laude) as determined by academic performance.

**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. This award is presented to an outstanding sophomore who has completed the basic design sequence within the college. It is 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, performed willing service for the Graduate School of Architecture & Urban Design, and demonstrated 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, PE, 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. This scholarship is awarded to 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, MO 63101. Separate application is required.

The James W. Fitzgibbon Scholarship in Architecture. This scholarship is 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, and it is renewable for a total of four years of undergraduate study.

Competition is national in scope, with finalists invited each year to visit the College of Architecture 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 design excellence.

To be eligible, an applicant must be a high school senior who meets the following criteria:

1. Ranks high in the senior class; and
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 artwork. Portfolios should be submitted through Slideroom.

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.

Policies

Sam Fox School of Design & Visual Arts Grievance Procedures

The dynamic and creative studio culture at the heart of the Sam Fox School strives to be safe and inclusive for all members of our community. Our faculty, staff, and students join together in their commitment to creating learning environments of mutuality and respect. When concerns or disagreements arise about conduct, grading, or other matters in the Colleges of Art and Architecture, policies exist for pursuing proper resolution.

Grade Dispute Policy

The Sam Fox School aims to provide each student with a fair assessment of their academic work and studio. Students have the right to dispute their overall course grade (not individual assignments) if they believe that grade does not accurately reflect the quality of their work. A grade dispute must be submitted to the faculty member who assigned the grade within 30 days of receipt of the grade. The Sam Fox School stresses that every effort to resolve such a dispute be made by the faculty and student involved. A student's eligibility for advancement in sequential course work requires timely resolution of the grade.
dispute. If the student is a graduation candidate, the dispute process must comply with the Intent to Graduate submission deadlines set forth by the Office of the University Registrar or else the degree conferral will be delayed by one semester or until resolved.

In general, the dispute process will occur and be resolved as follows:

1. The student presents their question about the grade in writing to the faculty member and clearly states the reasons for questioning the grade.
2. The faculty member and the student review the grading procedures as stated in syllabus and discuss the determining factors of the student’s grade.
3. If the case is not resolved between the student and the faculty member, the student may put forth their complaint in writing with supporting evidence to the chair* of the academic program, with a copy given to the faculty member involved with the dispute. The student should provide all of the course syllabus and materials relevant to the assigned grade within two weeks of the complaint. If a conflict of interest exists between the student and the chair (e.g., the chair is teaching the course), the case will be referred to another chair in the Sam Fox School or to the director of the college.
4. The chair* of the academic program will review the materials. The chair will resolve the dispute by working with the faculty member and the student to arrive at a determination.

* In the case of the MFA program, the role of chair is fulfilled by the director of the Graduate School of Art.

**Integrity and Ethical Conduct**

Washington University and Sam Fox School of Design and Visual Arts are committed to the highest ethical and professional standards of conduct and consider these to be integral to their mission of the promotion of learning. To maintain these standards, the university relies on each community member's ethical behavior, honesty, integrity, and good judgment. Each community member should demonstrate respect for the rights of others, and each community member is accountable for their own actions. Washington University policies state that members of the university community can expect to be free from discrimination and harassment. Students, faculty, staff, and outside organizations working on campus are required to abide by specific policies prohibiting harassment, which are posted on the Compliance and Policies (https://wustl.edu/about/compliance-policies) page of the university’s website. Should a situation arise in which a member of our community believes they have cause to file a grievance, there are two categories of grievance to consider: academic and non-academic. Academic grievances can either be when a student challenges a course grade or when a fellow student or faculty member feels a matter of academic integrity is at issue. Student grievances filed to challenge a grade that the student feels has been given incorrectly must follow the procedures outlined in the Grade Dispute Policy above. Academic integrity grievances are made when a faculty member or fellow student feels a student has compromised the environment of honesty and ethics in the school. Academic integrity infractions follow the procedures laid out in the Sam Fox School and University policies (https://samfoxschool.wustl.edu/node/5766) and are managed in the Sam Fox School by the Academic Integrity Officer, Assistant Dean Cris Baldwin. Please refer to Washington University’s Academic Integrity Statement (https://studentconduct.wustl.edu/academic-integrity) for additional information.

**Non-Academic Concerns**

If a member of our academic community feels that the ethical and safe environment of the classroom has been compromised, for whatever reason, they may seek guidance through the school’s Faculty-Student Mediator, Professor Jeff Pike. Students may also consult Washington University’s Grievance Policy and Procedures for Allegations by Undergraduate Students Against Faculty (https://wustl.edu/about/compliance-policies/governance/grievance-policy-allegations-undergraduate-students-against-faculty). In addition, University Resources available for support include the following:

- Title IX (https://titleix.wustl.edu) (for issues related to discrimination, sexual harassment, and sexual violence)
- Mental health concerns (https://shs.wustl.edu/MentalHealth/Pages/default.aspx) (Habif Health and Wellness Center)
- Drug and alcohol concerns (https://shs.wustl.edu/HealthAndWellness/HealthTopics/Pages/Substance-Abuse.aspx) (Habif Health and Wellness Center)
- Immediate physical/mental health concerns (https://police.wustl.edu/Pages/Home.aspx) (Washington University Police Department)
- Center for Diversity & Inclusion (https://diversityinclusion.wustl.edu/brss) (for issues related to bias, prejudice, or discrimination)

**Academic Integrity**

Students and members of the faculty of the university have an obligation to uphold the highest standards of scholarship. Plagiarism and other forms of cheating will not be tolerated. When 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 director.

**Units and Grades**

A unit is the amount of credit given for one hour of lecture or up to three hours of studio work per 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) the grade option or (2) the pass/fail option. Under the grade option, a student may take one nonrequired course on a pass/fail basis. If the pass/fail option is chosen, all courses must be taken pass/fail.

Symbols used for both options have the following meanings:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
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<tr>
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<tr>
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</tr>
<tr>
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<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>P#</td>
<td>Pass</td>
</tr>
<tr>
<td>F#</td>
<td>Fail</td>
</tr>
<tr>
<td>I</td>
<td>Course work incomplete *</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>R</td>
<td>Repeat</td>
</tr>
<tr>
<td>L</td>
<td>Successful audit</td>
</tr>
<tr>
<td>Z</td>
<td>Unsuccessful audit</td>
</tr>
<tr>
<td>N</td>
<td>No grade submitted</td>
</tr>
</tbody>
</table>

* 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 discussed in “Incomplete Grades” below.

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.

Undergraduate students in architecture must complete all required courses with a grade of C- or better.

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 Director.

**Auditing a Course**

With prior approval from their academic adviser, students may audit an elective course.

**Pass/Fail Option**

Students may take one nonrequired course on a pass/fail basis each semester.

**Incomplete Grades**

Incomplete marks in all architectural design courses from the 100 through the 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. Upon failure to make up an I within the next semester, the student will automatically receive an F in the course unless explicitly excused by the director. An F grade that is so received may not be changed. Students will not be allowed to continue in courses that require 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 director 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 director.

**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 director. 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 Director 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) 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 director 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 director or undergraduate program chair of the College of Architecture.

Refer to the section of this Bulletin that covers tuition and fees (p. 34) 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 director.

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 director.

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**Academic Warning, Probation, and Suspension**

A student whose semester grade-point average is below 2.0 (a grade of C) or who falls below a “pace” of 66 2/3 percent (for the number of credits earned divided by the number of credits attempted) will be placed on academic probation. If, after the following semester, the semester GPA is still below 2.0 or the if pace is below 66 2/3 percent, the student may be ineligible for normal advancement or may be suspended. Although the College of Architecture 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 students 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 GPA 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 Sam Fox School 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 professional, medical, or personal circumstances 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 Habif Health and Wellness Center.

A student returning from a leave of absence must submit a written letter stating their intention to re-enroll by July 1 (if returning in the fall semester) or December 1 (if returning in the
spring semester). In the case of a medical leave of absence, a letter of clearance is required from Habif Health and Wellness Center before the 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.

**Financial Obligations**

Students are responsible for fulfilling their financial obligations to the university. If a student account becomes overdue, a late payment fee will be assessed and a hold will be placed on the account. Students with a poor payment history may be restricted from utilizing certain payment options or receiving tuition remission until course credit has been earned. Non-payment of tuition and other expenses due to the university will be cause for exclusion from class or refusal of graduation, further registration, or transfer credit. In addition, students are liable for any costs associated with the collection of their unpaid bills, including but not limited to collection agency costs, court costs, and legal fees. Past due amounts can also be reported to a credit bureau.

**Withdrawals and Refunds**

A written request for a refund must be submitted to the Sam Fox School Registrar's Office for consideration. Approval is required to officially withdraw from the university. Tuition adjustments will be processed based on information received, and refund checks will be issued only after the fourth week of classes. Material fees for architecture courses will not be refunded after the course drop period for the semester. For any student whose medical condition makes attendance for the balance of the semester impossible or medically inadvisable, the university will make a pro rata refund of tuition as of the date of withdrawal when that date occurs prior to the twelfth week of classes, provided that the condition is verified by the Habif Health and Wellness Center or a private physician. The date of withdrawal may correspond to the date of hospitalization or the date on which the medical condition was determined.

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within 1st or 2nd week of classes</td>
<td>100%</td>
</tr>
<tr>
<td>Within 3rd or 4th week of classes</td>
<td>80%</td>
</tr>
<tr>
<td>Within 5th or 6th week of classes</td>
<td>60%</td>
</tr>
<tr>
<td>Within 7th or 8th week of classes</td>
<td>50%</td>
</tr>
<tr>
<td>Within 9th or 10th week of classes</td>
<td>40%</td>
</tr>
<tr>
<td>After 10th week of classes</td>
<td>0%</td>
</tr>
</tbody>
</table>

**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 must bring a full catalog description of the course(s) to the Sam Fox School Registrar's Office for preapproval. 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. 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 cumulative GPA of 2.0 to graduate.

**Retention of Student Work**

The College of Architecture and the 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 Woofter (http://samfoxschool.wustl.edu/directory/494) Director, College of Architecture and Graduate School of Architecture & Urban Design

Sam and Marilyn Fox Professor

MArch, Harvard University

Igor Marjanovic (http://samfoxschool.wustl.edu/directory/486) Chair, Undergraduate Programs

JoAnne Stolaroff Cotsen Professor

PhD, Bartlett School of Architecture, University College of London
Majors (directory)

The College of Architecture offers Bachelor of Science in Architecture and Bachelor of Arts in Architecture degrees. For more information, visit the following page:

• Architecture (p. 43)

Minors (directory)

Below is a list of minors offered by the College of Architecture. Visit the Minors section of the College of Architecture (p. 43) 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 satisfy their interests. The 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.

Students in the College of Art at Washington University may choose to pursue a Bachelor of Fine Arts (BFA) degree or a Bachelor of Arts (BA) degree. BFA students can major in communication design, fashion design or art. BFA Art has optional concentrations in painting, photography, printmaking and sculpture. BA students can major in art or design. BA Design has optional concentrations in fashion and communication.

Undergraduates in Architecture, Arts & Sciences, Business and Engineering can add a second major or minor in art or design to their existing degree path. These opportunities help students foster creativity, expand horizons and explore opportunities for careers in art and design.

Our diverse student body is composed of young people who have records of high achievement in both art and academic subjects. Because the College of Art provides such a comprehensive learning environment, it is an excellent place for a student to mature as an artist or designer.

Facilities

The Sam Fox School is comprised of six buildings (https://samfoxschool.wustl.edu/about/facilities) located on the east end of the Danforth Campus. Studios, classrooms and maker spaces are located in William K. Bixby Hall, Joseph B. Givens Hall, Mark C. Steinberg Hall, Earl E. and Myrtle E Walker Hall, and Anabeth and John Well Hall. In addition, the Mildred Lane Kemper Art Museum (http://www.kemperartmuseum.wustl.edu) includes more than 10,000 square feet of exhibition space, the Florence Steinberg Weil Sculpture Garden, the Kenneth and Nancy Kranzberg Art & Architecture Library, and the Department of Art History & Archaeology in the College of Arts & Sciences.

Phone: 314-935-6500
Email: artinfo@samfox.wustl.edu
Website: http://samfoxschool.wustl.edu/node/4145

Faculty

Endowed Professors

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)
E. Desmond Lee Professor for Collaboration in the Arts
MFA, Louisiana State University

Heather Corcoran (http://samfoxschool.wustl.edu/Portfolios/Faculty/heather_corcoran)
Jane Reuter Hitzeman and Herbert F. Hitzeman Jr. Professor of Art
MFA, Yale University School of Art

Amy Hauft
Jane Reuter Hitzeman and Herbert F. Hitzeman Jr. Professor of Art
MFA, School of the Art Institute of Chicago

Patricia Olnyky (http://samfoxschool.wustl.edu/Portfolios/Faculty/patricia_olnyky)
Florence and Frank Bush Professor of Art
MFA, California College of the Arts

Professors

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)
MFA, University of Kansas
D.B. Dowd (http://samfoxschool.wustl.edu/portfolios/faculty/db_dowd)
MFA, University of Nebraska–Lincoln

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)
MFA, Syracuse University

Jack Risley
MFA, Yale University School of Art

Denise D. Ward-Brown (http://samfoxschool.wustl.edu/portfolios/faculty/denise_ward_brown)
MFA, Howard University

Associate Professors

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)
MFA, School of Visual Art

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)
MFA, Cranbrook Academy of Art

Franklin Oros (http://samfoxschool.wustl.edu/portfolios/faculty/franklin_oros)
BS, Western Michigan University

Tim Portlock (http://samfoxschool.wustl.edu/portfolios/tim_portlock)
MFA, University of Illinois

Mary Ruppert-Stroescu (http://samfoxschool.wustl.edu/portfolios/mary_ruppert-stroescu)
PhD, University of Missouri-Columbia

Cheryl Wassenaar (http://samfoxschool.wustl.edu/portfolios/faculty/cheryl_wassenaar)
MFA, University of Cincinnati

Monika Weiss (http://samfoxschool.wustl.edu/portfolios/faculty/monika_weiss)
MFA, Academy of Fine Arts, Warsaw

Assistant Professors

Penina Acayo Laker (http://samfoxschool.wustl.edu/portfolios/penina_acayo)
MFA, Kent State University

Chrissi Cowhey (http://samfoxschool.wustl.edu/portfolios/chrissi_cowhey)
MFA, Rhode Island School of Design

Jonathan Hanahan (http://samfoxschool.wustl.edu/portfolios/jonathan_hanahan)
MFA, Rhode Island School of Design

Meghan Kirkwood (http://samfoxschool.wustl.edu/portfolios/meghan_kirkwood)
MFA, Tulane University
PhD, University of Florida

Heidi Kolk
PhD, Washington University

Visiting Assistant Professors

Shreyas R. Krishnan (https://samfoxschool.wustl.edu/portfolios/12823)
MFA, Maryland Institute College of Art

Senior Lecturers

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)
MFA, University of Iowa

Jennifer Colten Schmid (http://samfoxschool.wustl.edu/portfolios/faculty/jennifer_colten_schmid)
MFA, Massachusetts College of Art

Linda Solovic (http://samfoxschool.wustl.edu/portfolios/faculty/linda_solovic)
BFA, Washington University

Lindsey Stouffer (http://samfoxschool.wustl.edu/portfolios/faculty/lindsey_stouffer)
MFA, Washington University

Claire Thomas-Morgan (http://samfoxschool.wustl.edu/portfolios/12511)
MFA, Academy of Art University

Enrique von Rohr (http://samfoxschool.wustl.edu/portfolios/faculty/enrique_von_rohr)
BFA, Washington University
Professors Emeriti
William Fett
Joan Hall
Gene R. Hoefel
Ronald A. Leax
Peter Marcus
James McGarrell
Hylarie M. McMahon
William Quinn
W. Patrick Schuchard
Buzz Spector
Stan Strembicki
Stanley Tasker

Majors
Bachelor of Fine Arts
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.
Throughout the studio courses and the final capstone, the BFA degree places an emphasis on developing a portfolio that displays the student’s mastery of art and design skills. Graduates are prepared to pursue careers as artists, illustrators and designers.
For specific degree requirements, visit the Degree Requirements (p. 129) page for the College of Art.

Bachelor of Arts
First-year students take Digital Studio and two additional foundation courses that may include Drawing, 2D Design, 3D Design, and so on. Upper-level studio courses and Sam Fox electives introduce students to different areas of focus.
With fewer required courses and no capstone studio, this degree provides an opportunity for students to explore art and design in the context of a rigorous liberal arts education. The BA program is ideal for students who are interested in studying art and design as a cultural phenomena, a practice for strategic thinking, or as preparation for a career alongside artists and designers. Working within and between traditional disciplines, students will explore how ideas can shape materials and how materiality can shape ideas.
For specific degree requirements, visit the Degree Requirements (p. 129) page for the College of Art.

The Major in Art
BFA majors are offered in the following areas:

- Art — with these optional concentrations:
  - 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)

BA majors are offered in the following areas:

- Art
- Design — with these optional concentrations:
  - Fashion
  - Communication

Second Majors in Art & Design
A student pursuing a bachelor's degree in Architecture, Arts & Sciences, Business or Engineering may also pursue a second major in the College of Art. Second majors are offered in Art and Design. The design program has optional concentrations in Fashion and Communication. Any student in good academic standing may declare a second major using WebSTAC. Upon completion of the requirements, the student’s transcript will show the second major along with their earned degree. Only one diploma is granted; no reference to the second major is noted on the diploma.

Second Major in Art

<table>
<thead>
<tr>
<th>Required</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Art/Design Foundation</td>
<td>6</td>
</tr>
<tr>
<td>Select two from Drawing, 2D Design or 3D Design, etc.</td>
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<tr>
<td>Major Area Requirements</td>
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</tr>
<tr>
<td>Digital Studio</td>
<td>3</td>
</tr>
<tr>
<td>Sophomore Material and Culture Studios</td>
<td>6</td>
</tr>
<tr>
<td>Junior Art Practice Studios</td>
<td>6</td>
</tr>
<tr>
<td>Methods &amp; Contexts</td>
<td>3</td>
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<tr>
<td>Total</td>
<td>18</td>
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</tbody>
</table>
Sam Fox Commons or Architecture, Art or Design electives or menu of other options 12
Total Credit Units Required 36

Sophomore Art Material and Culture Studios (choose two):
• Painting Studio: Material and Culture
• Photography Studio: Material and Culture
• Printmaking Studio: Material and Culture
• Sculpture Studio: Material and Culture

Junior Art Practice Studios (choose two):
• Drawing: Art Practice
• Painting: Art Practice
• Photography: Art Practice
• Printmaking: Art Practice
• Sculpture: Art Practice
• Time-Based Media: Art Practice

Second Major in Design: No Concentration

<table>
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<tr>
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<td>12</td>
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<tr>
<td>Total Credit Units Required</td>
<td>36</td>
</tr>
</tbody>
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Sophomore Design Material and Culture Studios (choose two):
• Introduction to Fashion Design
• Fashion History and Research
• Typography I
• Word & Image I

Junior Design Practice Studios (choose three):
• Fashion Illustration
• Textile Design
• Topics in Fashion Design
• Patternmaking and Production
• Typography II
• Word & Image II

Second Major in Design: Communication Concentration

<table>
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<tr>
<th>Required</th>
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<td>Total Credit Units Required</td>
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</tbody>
</table>

Sophomore Design Material and Culture Studios:
• Typography I
• Word & Image I

Junior Design Practice Studios (choose two):
• Interaction Foundations
• Typography II
• Word & Image II

Plus one major elective

Second Major in Design: Fashion Concentration

<table>
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<td>Total Credit Units Required</td>
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</table>

Sophomore Design Material and Culture Studios:
• Introduction to Fashion Design
• Fashion History and Research
Junior Design Practice Studios (choose three):

- Fashion Illustration
- Textile Design
- Topics in Fashion Design
- Patternmaking and Production

Second Majors and Minors Outside the College of Art

Students may earn a second major or minor in the College of Arts & Sciences, the Olin Business School, or the McKelvey School of Engineering, or they may earn a minor in the College of Architecture while completing the requirements for the BFA or BA degree. Students who choose this path will graduate with their chosen art or design degree and major (BA or BFA) alongside the additional major or minor.

Students must successfully complete all of the degree requirements for the College of Art 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 program.

In addition to course work in education, prospective art teachers must complete specific courses in general education (i.e., communications, humanities, mathematics, natural sciences and social sciences). For information about 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 must also be submitted. In addition, interested students may 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 or F20 courses with a grade of C- or better. Visit the Sam Fox School website for specific requirements.

Minors are offered in the following areas:

- Art
- Design
- Creative Practice for Social Change
- Human-Computer Interaction

The Minor in Art (15 units) allows students to select courses from across the Art curriculum that appear on an approved list. Each student may choose to select a narrow or wide-ranging set of courses based on their interests and goals. For students earning degrees in the College of Art, the minor is available to non-art majors only.

The Minor in Design (15 units) allows students to select from an approved list of courses from across Communication Design and Fashion Design on the basis of their interests and goals. For students earning degrees in the College of Art, the minor is available to non-design majors only.

The Minor in Creative Practice for Social Change (15 units) allows students to apply creative practices from art, design and architecture to address systemic economic, environmental and social challenges. The course Design in Social Systems (3 credits) is required; students must take four additional 3-credit courses from a pre-selected menu of course work (12 credits).

The Minor in Human-Computer Interaction (18 units) is a collaboration between the College of Art and the McKelvey School of Engineering, with a mix of required and optional courses in each school. Students are able to gain a multidisciplinary understanding of the principles and applications of human-computer interaction, and they are introduced to the techniques and processes necessary to create effective user interfaces.

Courses

F10 Art (p. 82): Art foundation and major studio courses
F20 Art (p. 101): Art elective courses

College of Art majors have enrollment priority in F10 and F20 courses. Elective (F20) courses may be offered at the 100 to 400 levels; students must enroll as applicable: 100-level courses are for first-year students, 200-level courses are for sophomores, 300-level courses are for juniors and 400-level courses are for seniors.

F10 Art

F10 ART 101A Drawing
An introductory course that teaches the student to recognize and manipulate fundamental elements of composition, line, form, space, modeling and color. Students will explore drawing as a diverse and multi-faceted activity. Working from both observation and imagination, emphasis will be placed on making work through a range of drawing methodologies. Students work in a variety of media. Demonstrations and illustrated lectures supplement studio sessions and outside projects.
Credit 3 units. Art: FAAM, FADM

F10 ART 105 2D Design
An introduction to basic design principles and their application on a two-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

F10 ART 106 2D Design
An introduction to basic design principles and their application on a two-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

F10 ART 107 3D Design
An introduction to basic design principles and their application to three-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

F10 ART 108 3D Design
An introduction to basic design principles and their application to three-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

F10 ART 143 Digital Studio
This course provides a robust introduction to creating in a digital landscape. Students learn how to solve visual problems using a range of digital tools. Projects explore ideas of visual narrative, two-dimensional relationships, and motion using relevant digital imaging and graphics software. The course contextualizes these tools and associated techniques within a historical frame and considers the broader social impact. Students pursuing the BFA, BA in Art or Design, or second-major in Art or Design must complete either Digital Studio (F10 143, 241 or 242) or Digital Design (F10 243).
Credit 3 units. Art: FAAM, FADM

F10 ART 183A Practices in Architecture + Art + Design
This course offers first-year students in the College of Art an introduction to the subjects, theories, and methodologies of the disciplines of art and design. 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.
Credit 1 unit.

F10 ART 213A 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 those pursuing a BA in Art, second major in art, and 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. Students pursuing the sculpture concentration must complete either F10 213A (fall) or 214A (spring).
Credit 3 units. Art: FAAM EN: H

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 those pursuing a BA in Art, second major in art, and 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. Students pursuing the sculpture concentration must complete either F10 213A (fall) or 214A (spring).
Credit 3 units. Art: FAAM EN: H

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 those pursuing a BA in Art, second major in art, and 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 215A (fall) or 216A (spring).
Credit 3 units. Art: FAAM EN: H

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 those pursuing a BA in Art, second major in art, and 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 215A (fall) or 216A (spring).
Credit 3 units. Art: FAAM EN: H

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 those pursuing a BA in Art, second major in art, and 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).
Credit 3 units. Art: FAAM EN: H

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 those pursuing a BA in Art, second major in art, and 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).
Credit 3 units. Art: FAAM EN: H

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 those pursuing a BA in Art, second major in art, and 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 215A (fall) or 216A (spring).
Credit 3 units. Art: FAAM EN: H

F10 ART 221B 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 those pursuing a BA in Art, second major in art, and 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 215A (fall) or 216A (spring).
Credit 3 units. Art: FAAM EN: H

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. Required in the sophomore year for students pursuing the BFA major in fashion design. The course is a major option for students pursuing the BA major in design, the BA major in design: fashion concentration, and the second-major in design: fashion concentration.
Credit 3 units. Art: FADM EN: H

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. Required in the sophomore year for students pursuing the BFA major in fashion design. The course is a major option for students pursuing the BA major in design, the BA major in design: fashion concentration, the second-major in design, and the second-major in design: fashion concentration.
Credit 3 units. Art: FADM EN: H

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, students work to narrow their focus within the field of visual communications by selecting particular projects from a suite of offerings. Required in the sophomore year for students pursuing the BFA major in communication design. This course is required for students pursuing the BA major in design: communication concentration or the second-major in design: communication concentration. This course is a major option for the second-major in design.

Credit 3 units. Art: FADM EN: H

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 in the sophomore year for students pursuing the BFA major in communication design. This course is required for students pursuing the BA major in design: communication concentration or the second-major in design: communication concentration. This course is a major option for the second-major in design.

Credit 3 units. Art: FADM EN: H

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 pursuing the BFA, BA in Art or Design, or second-major in art or design must complete either Digital Studio (F10 143, 241 or 242) or Digital Design (F10 243).

Credit 3 units. Art: FAAM, FADM EN: H

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 artmaking. Students pursuing the BFA, BA in Art or Design, or second-major in Art or Design must complete either Digital Studio (F10 143, 241 or 242) or Digital Design (F10 243).

Credit 3 units. Art: FAAM, FADM EN: H

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 pursuing the BFA, BA in Art or Design, or second-major in Art or Design must complete either Digital Studio (F10 143, 241 or 242) or Digital Design (F10 243).

Credit 3 units. Art: FAAM, FADM EN: H

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 will be devoted to the concept of modularity, including an assignment to design and print a modular typeface. This course counts as a sophomore-level major elective for students pursuing the BFA major in communication design.

Credit 3 units. Art: FADM EN: H

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. This course counts as a sophomore-level major elective for students pursuing the BFA major in communication design.

Credit 3 units. Art: FADM EN: H

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, 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, formulative constructions, material essentialism, physiologic/kinesthetic approaches, and performative aspects of drawing.

Credit 3 units. Art: FAAM EN: H

F10 ART 302B 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, formulative constructions, material essentialism, physiologic/kinesthetic approaches, and performative aspects of drawing.

Credit 3 units. Art: CDES, FAAM, FADM

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.

Credit 3 units. Art: CDES, FAAM EN: H
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. Credit 3 units. Art: FAAM EN: H

F10 ART 311F Painting: Art Practice (Language of Abstraction)
This course examines strategies of abstraction and nonobjective image-making that originate in the painting studio, including those that are driven by concept, material, space, and/or process. Readings and discussions 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. Credit 3 units.

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. Credit 3 units. Art: CDES, FAAM

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. Credit 3 units. Art: FAAM EN: H

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. Credit 3 units. Art: FAAM

F10 ART 312G Painting: Art Practice (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. Credit 3 units. Art: CDES, FAAM

F10 ART 313M Sculpture: Art Practice (Sculptural Bodies)
This course investigates the socio-political 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. Credit 3 units. Art: CDES, FAAM

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 wood working processes to show how such materials inform a studio practice. Lectures and techniques contextualize an understanding of pre-formed 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. Credit 3 units. Art: CDES, FAAM EN: H

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. Credit 3 units. Art: CDES, FAAM EN: H

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. CET
F10 ART 315H Printmaking: Art Practice (Feedback Loop: Process and Print)
This course focuses on variableness, mutability, repetitiveness 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 awareness of current 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.
Credit 3 units. Art: CDES, FAAM EN: H

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.
Credit 3 units. Art: CDES, FAAM EN: H

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.
Credit 3 units. Art: FAAM

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.
Credit 3 units. Art: CDES, FAAM EN: H

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.
Credit 3 units. Art: CDES, FAAM

F10 ART 317O Photography: Art Practice (Studio Location and Lighting)
Same as F10 417O. Juniors (only) register for F10 317O. This studio course introduces techniques and strategies for using artificial light sources to interpret subject matter, build narratives, and develop creative environments. Studio sessions will cover the use of continuous lighting systems, strobes, and soft shoe flashes. Course lectures will address principles of light, expanded applications of studio lighting, and editing strategies. Class projects will challenge students to apply lighting techniques in studio and on-location settings. Field trips will provide opportunities to work in a variety of built and natural environments and in conjunction with partner organizations. Credit 3 units.

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.
Credit 3 units. Art: CDES, FAAM EN: H

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.
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. Art: CDES, CPSC, FAAM EN: H

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.

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.

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: CDES, FADM

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. Art: CDES, CPSC, FAAM EN: H
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: CDES, FADM EN: H

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: CDES, FADM EN: H

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. Art: CDES, FADM EN: H

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.

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. Prerequisites: Word + Image II or Type II. Credit 3 units. Art: CDES, FADM EN: H

F10 ART 328G Branding & Identity
Students will learn about brands: 1) as identity; a shorthand for a company or product, 2) as an image; where an individual perceives a brand as representing a particular reality, and 3) as 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. Prerequisites: Word + Image II or Type II. Credit 3 units. Art: CDES, FADM EN: H

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. Credit 3 units. Art: FAAM EN: H

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. Credit 3 units. Art: CDES, FAAM, FADM EN: H
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. Credit 3 units. Art: CDES, FAAM

F10 ART 332A 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 bi-directionality 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. Art: CDES, FADM

F10 ART 332E Panel By Panel: Narrative Comics
Comics are a medium with a long history. The desire to tell a story through a sequence of images has existed since humans began drawing and documenting. This course teaches students to create comics, with both fiction and nonfiction narratives. Students will be introduced to historic and contemporary examples of comics over the course of the semester. Through assignments and in-class workshops, students will learn the basics of making comics, including panel transitions, the relationship between words and pictures, pitching a concept, breaking a plot down into a script, production. Assignments will span a range of narrative lengths; exploration of digital and print formats is encouraged. Credit 3 units. Art: CDES, FADM

F10 ART 332G Design & Research
"Design research" can have many meanings: learning about user needs in order to improve the design of our tools and services; designing things that enable us to learn about people and our relationship with the world around us; or even researching the process and meaning of design as a practice. This course will combine studio- and seminar-style learning to broadly explore three modes of design research: exploratory, learning about people's needs in order to frame a design brief; evaluative, using sketches and prototypes to learn about and improve an idea; and speculative, creating artifacts from fictional societies in order to question our basic structures and systems. Each component will involve readings, lectures, case studies, written reflections and exercises to be applied to an ongoing team project, enabling students to think critically about each practice while experimenting with its methods. Throughout, students will present their findings, translating research into design briefs and calls for action. Credit 3 units. Art: CDES, CPSC, FADM

F10 ART 332H Alternative Displays
This course explores display-based interactions that are functionally unique in order to create more relevant information and experiences. Emerging technologies such as e-paper and fabrics are colliding with the internet of things and flexible screen interfaces where smart displays go beyond phones and computers. Students will consider display applications in multiple settings, functions, and scales from small devices to larger environments. Projects will be entrepreneurial and experimental with an applied perspective to explore real world challenges and opportunities. Final projects may include the intersection of 3D objects with 2D screens that interact with other devices, systems and users. All project will be presented as refined prototypes with functional coding optional. Credit 3 units. Art: CDES, FADM

F10 ART 332I Interaction: Non-Linear Narrative
This is an advanced interaction major elective exploring the experiential and occupiable nature of the internet. Through studio projects, reading discussions, workshops, and exercises students will explore the theoretical premise that defines the physical reality of internet, investigate the structural hierarchy of how it works, and investigate new ways of developing/working with databases and navigating through complex content. Work in this course could be browser-based but may also have physical components including artifacts, books, and exhibitions. Credit 3 units. Art: CDES, FADM

F10 ART 336A 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 re-invigorated in online outlets and periodicals. Students will 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 will provide 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.)
Credit 3 units. Art: CDES, FADM

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.
Credit 3 units. EN: H

F10 ART 336N 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. Art: CDES, FADM

F10 ART 337E Communication Design: Word & Image II
This course continues Word & Image I (F10 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 to select an area of emphasis within design and illustration for deeper study.
Credit 3 units. Art: FADM EN: H

F10 ART 337F Communication Design: Typography II
This course builds on the typographic principles introduced in Typography I (F10 238C). Students generate typographic systems and expressions relevant to professional practice.
Credit 3 units. Art: FADM EN: H

F10 ART 337I Communication Design: Interaction Foundations
This course is a hands-on application of interaction design for digital media (primarily browser-based). Participants will 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 will work both independently and collaboratively to design interactive solutions for a selection of communication challenges.
Credit 3 units. Art: FADM EN: H

F10 ART 337M Communication Design: Visual Voice
Design is a powerful tool that creates meaningful dialogue between the work and its intended audience. This course can profoundly impact our culture and society. This course explores the methods used by designers to create visual messages that inspire ideas, elicit emotions and encourage actions. Through class discussion and course readings we will examine the role and responsibility of the designer within our society. Students will create work that integrates their individual perspective and personal experiences supported by research, writing and design applications.
Credit 3 units.

F10 ART 337I Communication 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.
Credit 3 units. EN: H

F10 ART 338I Communication Design: Interaction Design
This course is a hands-on application of interaction design for digital media (primarily browser-based). Participants will 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 will work both independently and collaboratively to design interactive solutions for a selection of communication challenges.
Credit 3 units. Art: FADM EN: H

F10 ART 338J Communication 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.

Credit 3 units. EN: H

F10 ART 338L Communication 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. 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.

Credit 3 units. EN: H

F10 ART 371C Printing Propaganda: The Letterpress Poster

This course takes as its focus the poster and its powerful call to action. Students will research the history of propaganda posters made by both governments and their critics, including first-hand use of the World War I poster collection in Olin Library, and will develop understanding of the rich ground created by the mix of text and image. With this historical and theoretical perspective, students will embark on printing a series of posters in the Book Studio utilizing the larger letterpresses and the unique collection of wood types. A variety of printing strategies will be explored including monoprint, photopolymer plate, pronto plate, stencil, and alternative letterpress print techniques. Skills will be developed in the fundamentals of large format typography, copywriting, photography, illustration, and printing.

Credit 3 units. Art: CDES, FADM

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 techniques, as well as building their design criticism vocabulary.


Credit 3 units. EN: H

F10 ART 381B The Book as Lens: Photography and Books

This course will examine the function of the photograph in the sequential book format, with an emphasis on narrative development. The semester work will include researching historical photo books; experimentation with found photography; making an original photo series; alternative book structures; designing pages with photos and text; and alternative printmaking techniques on a wide variety of materials. This course is for designers, photographers, and anyone interested in the way photo books function.

Credit 3 units. Art: CDES, FADM EN: H

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

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.
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: CDES

F10 ART 3832 Communication 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.
Credit 3 units.

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: CDES

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 accompanying 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: CDES EN: H

F10 ART 3838 Experimental Typography (Florence)
Spanning the spectrum between the informational and the poetic, type design and typography work is a medium unto itself, as one might view painting and sculpture. In this course, we will engage closely, experimentally, and rigorously with typography as medium. This course is a space for experimentation, research, and invention. Building on the fundamentals of typography, course work will set varied scenarios for the rigorous exploration of typography as form, emphasizing generative processes. Projects will engage with materiality, format, scale, motion, hybridity, legibility, and expression.

F10 ART 3840 Branding & Identity (Florence)
Students will learn about brands: 1) as identity; a shorthand for a company or product, 2) as an image; where an individual perceives a brand as representing a particular reality, and 3) as 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: CDES EN: H

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

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

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.

F10 ART 391 Methods and Contexts I
Required for those pursing the Bachelor of Fine Arts in Art, the Bachelor of Arts in Art, and the second-major in art. 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

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. EN: H

F10 ART 402B 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, physiologicokinesthetic approaches, and performative aspects of drawing.
Credit 3 units.

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.
Credit 3 units. Art: CDES, FAAM EN: H

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.
Credit 3 units.

F10 ART 411F Painting: Art Practice (Language of Abstraction)
This course examines strategies of abstraction and nonobjective image-making that originate in the painting studio, including those that are driven by concept, material, space and/or process. Readings and discussions 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.
Credit 3 units.

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.
Credit 3 units.

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.
Credit 3 units.

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.
Credit 3 units. Art: FAAM

F10 ART 412G Painting: Art Practice (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.
Credit 3 units.

F10 ART 413M Sculpture: Art Practice (Sculptural Bodies)
This course investigates the socio-political 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. Credit 3 units.

**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 pre-formed 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. Credit 3 units.

**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. Credit 3 units. Art: CDES, FAAM EN: H

**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. Credit 3 units.

**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. Credit 3 units.

**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. Credit 3 units.

**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. Credit 3 units.

**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. Credit 3 units.

**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. Credit 3 units.
F10 ART 417O Photography: Art Practice (Studio Location and Lighting)
Same as F10 317O. Seniors (only) register for F10 417O. This studio course introduces techniques and strategies for using artificial light sources to interpret subject matter, build narratives, and develop creative environments. Studio sessions will cover the use of continuous lighting systems, strobes, and hot shoe flashes. Course lectures will address principles of light, expanded applications of studio lighting, and editing strategies. Class projects will challenge students to apply lighting techniques in studio and on-location settings. Field trips will provide opportunities to work in a variety of built and natural environments and in conjunction with partner organizations. Credit 3 units.

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. Credit 3 units. Art: CDES, CPSC, FAAM EN: H

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.

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. Enrollment required of and limited to senior fashion design majors. Credit 3 units. Art: FADM EN: H

F10 ART 424B Professional Practices: Portfolio Development
Students will work toward establishment of necessary construction, crafts skills, and signature illustration style required for completion of capstone project. Each student will draw together and organize evidence of vision and skill into a coherent presentation representative of their abilities as an emerging design professional. Work from this course will be submitted for outside professional review. Enrollment required of and limited to senior fashion design majors. Credit 3 units. Art: FADM EN: H

F10 ART 424E Patternmaking Lab
This lab is offered concurrent with the preliminary study for the creation of both 3D and 2D culminating work by senior majors. Resolution of patternmaking problems is addressed, and patternmaking skills are enhanced as appropriate. Open to senior fashion design majors only. Credit 1.5 units.

F10 ART 423G Advanced Patternmaking
This lab is offered concurrent with the preliminary study for the creation of both 3D and 2D culminating work by senior majors. Resolution of patternmaking problems is addressed, and patternmaking skills are enhanced as appropriate. Open to senior Fashion Design majors only. Credit 3 units.

F10 ART 423D Digital Lab
This lab, offered concurrent with preliminary study for creation of both 3D and 2D 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 Fashion Design may enroll. Credit 1.5 units.

F10 ART 417J 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. Credit 3 units.

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.
F10 ART 424M Digital Lab
This lab, offered concurrent with preliminary study for creation of both 3D and 2D 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

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: CDES, FADM EN: H

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: CDES, FADM EN: H

F10 ART 428G Branding & Identity
Students will learn about brands: 1) as identity; a shorthand for a company or product, 2) as an image; where an individual perceives a brand as representing a particular reality, and 3) as 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. Prerequisites: Word + Image II or Type II. Same as F10 ART 328G Credit 3 units. Art: CDES, FADM

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. Prerequisites: Word + Image II or Type II. Same as F10 ART 328F Credit 3 units. Art: CDES, FADM EN: H

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.

F10 ART 428D 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. Same as F10 ART 328D Credit 3 units. Art: CDES, FADM EN: H

F10 ART 428L 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. Credit 3 units.
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

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. Art: FAAM

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. Credit 3 units.

F10 ART 432E Panel By Panel: Narrative Comics
Comics are a medium with a long history. The desire to tell a story through a sequence of images has existed since humans began drawing and documenting. This course teaches students to create comics, with both fiction and nonfiction narratives. Students will be introduced to historic and contemporary examples of comics over the course of the semester. Through assignments and in-class workshops, students will learn the basics of making comics, including panel transitions, the relationship between words and pictures, pitching a concept, breaking a plot down into a script, production. Assignments will span a range of narrative lengths; exploration of digital and print formats is encouraged. Same as F10 ART 332E Credit 3 units. Art: CDES, FADM

F10 ART 432F Design as a Catalyst for Change
With a whirlwind of social and cultural transitions emerging across the world, design is being used to address and disrupt, and prevent social challenges that arise-including topics like natural disasters and global water crises to political corruption, increased social injustices, gender inequality, and racial inequity. Designers can serve numerous roles in driving impactful engagement of these issues; their skills are often required to expand beyond artifact-based studio practices to instill greater benefit to their end users, communities, and society at-large. In this course, students will learn and practice skills of community-based social impact design. The focus of this course will emphasize "the work behind the work," as students learn how matters of empathy, equity, privilege, relationship building, and justice integrate into the communications design process when working with(in) communities. As students identify and select a social cause on which to focus, they will develop a series of print and digital works that communicate their chosen issue, pitch proposed design interventions, and visualize collaborative implementation processes. Learning modules will feature weekly readings, direct engagement with social design practitioners, design charrettes, and on-site learning, allowing students to gain greater depth and perspectives for harnessing design as a catalyst for change. Same as F10 ART 332F Credit 3 units. Art: CDES, CPSC, FADM

F10 ART 432G Design & Research
"Design research" can have many meanings: learning about user needs in order to improve the design of our tools and services; designing things that enable us to learn about people and our relationship with the world around us; or even researching the process and meaning of design as a practice. This course will combine studio- and seminar-style learning to broadly explore three modes of design research: exploratory, learning about people's needs in order to frame a design brief; evaluative, using sketches and prototypes to learn about and improve an idea; and speculative, creating artifacts from fictional societies in order to question our basic structures and systems. Each component will involve readings, lectures, case studies, written reflections and exercises to be applied to an ongoing team project, enabling students to think critically about each practice while experimenting with its methods. Throughout, students will present their findings, translating research into design briefs and calls for action. Same as F10 ART 332G Credit 3 units. Art: CDES, CPSC, FADM

F10 ART 432H Alternative Displays
This course explores display-based interactions that are functionally unique in order to create more relevant information and experiences. Emerging technologies such as e-paper and fabrics are colliding with the internet of things and flexible screen interfaces where smart displays go beyond phones and computers. Students will consider display applications in multiple settings, functions, and scales from small devices to large environments. Projects will be entrepreneurial and experimental with an applied perspective to explore real world challenges and
opportunities. Final projects may include the intersection of 3D objects with 2D screens that interact with other devices, systems and users. All project will be presented as refined prototypes with functional coding optional.
Same as F10 ART 332H
Credit 3 units. Art: CDES, FADM

F10 ART 432I Interaction: Non-Linear Narrative
This is an advanced interaction major elective exploring the experiential and occupiable nature of the internet. Through studio projects, reading discussions, workshops, and exercises students will explore the theoretical premise that defines the physical reality of internet; investigate the structural hierarchy of how it works, and investigate new ways of developing/working with databases and navigating through complex content. Work in this course could be browser-based but may also have physical components including artifacts, books, and exhibitions.
Same as F10 ART 332I
Credit 3 units. Art: CDES, FADM

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. Senior BFA in Communication Design majors only.
Credit 3 units. Art: CDES

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. Senior BFA in Communication Design majors only.
Credit 3 units. Art: CDES

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. Senior BFA in Communication Design majors only.
Credit 3 units. Art: CDES

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.
Credit 3 units.

F10 ART 433K The Illustrator's Sketchbook
The sketchbook has long been seen as the artist's personal playground. In this course, students will be making images that explore concepts and visual narratives — but the raw materials for these illustrations will come from exploration inside the pages of their sketchbook. This course will develop a discipline of daily drawing. In addition to sketchbook work, project assignments will include both conceptual and applied projects like illustrated book jackets and short stories. Significant time will be spent in media exploration, development of technique and professional practices.
Credit 3 units. Art: CDES

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. Senior BFA in Communication Design majors only.
Credit 3 units. Art: CDES

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. Senior BFA in Communication Design majors only.
Credit 3 units. Art: CDES

F10 ART 434F Senior Design Capstone II: Interaction
This course is intended for students interested in developing an interactive capstone project. Students will select a subject and create a narrative website, app, 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 execution of interactive and experiential storytelling. Semester culminates in formal presentation and professional project review. Senior BFA in Communication Design majors only.
Credit 3 units. Art: CDES

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 will learn how to utilize appropriate design research methods and tools to prioritize the needs of the end users and their local contexts. Students will conduct design research, analyze data, and discover innovative solutions to issues in the community while also working collaboratively. CET (https://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course.

Same as F10 ART 336A
Credit 3 units. Art: CDES, FADM

F10 ART 436N 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.

Same as F10 ART 336N
Credit 3 units. Art: CDES

F10 ART 437M Communication Design: Visual Voice
Design is a powerful tool that creates meaningful dialogue between the work and its intended audience. This exchange can profoundly affect our culture and society. This course explores the strategies and tactics used by visual communicators to create visual messages that inspire ideas, elicit emotions, and encourage actions. Through class discussion and course readings, we will examine the role and responsibility of the designer within our society. Students will create work that integrates their individual perspective and personal experiences supported by research, writing, and design applications.

Credit 3 units.

F10 ART 4380 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.

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.

Senior BFA in Art majors only.
Credit 3 units.
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. Senior BFA in Art majors only.
Credit 3 units. Art: FAAM EN: H

F10 ART 471C Printing Propaganda: The Letterpress Poster
This course takes as its focus the poster and its powerful call to action. Students will research the history of propaganda posters made by both, governments and their critics, including first-hand use of the World War I poster collection in Olin Library, and will develop understanding of the rich ground created by the mix of text and image. With this historical and theoretical perspective, students will embark on printing a series of posters in the Book Studio utilizing the larger letterpresses and the unique collection of wood types. A variety of printing strategies will be explored including monoprint, photopolymer plate, pronto plate, stencil, and alternative letterpress print techniques. Skills will be developed in the fundamentals of large format typography, copywriting, photography, illustration, and printing.
Credit 3 units. Art: CDES

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.
Credit 3 units. Art: CDES

F10 ART 481B The Book as Lens: Photography and Books
This course will examine the function of the photograph in the sequential book format, with an emphasis on narrative development. The semester work will include researching historical photo books; experimentation with found photography; making an original photo series; alternative book structures; designing pages with photos and text; and alternative printmaking techniques on a wide variety of materials. This course is for designers, photographers, and anyone interested in the way photo books function.
Credit 3 units. Art: CDES EN: H

F20 Art

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

F20 ART 111T The Poetics of Image-Making: People, Place & Space
This painting elective course examines the poetics of imagemaking, with a focus on the representation of people, place, and space, both observed and invented. Students learn the practice of painting and develop works through fundamental exercises as well as through the shared exploration of painting processes. Work outside of class for the beginner is project-based; advanced students produce an independent body of work. Critical assessment of work is complemented by faculty and peer discussions, readings, and field study. Required text: "The Poetics of Space" by Gaston Bachelard.
Credit 3 units.

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

F20 ART 113F Sculpture: Foundry
Same as F20 213F, 313F, 413F - First-year students (only) register for F20 113F. This course is an introduction to metal casting according to the lost wax method. Students will learn mold making, direct organic burnout, ceramic shell investment, metal chaising, and patinating 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.
Credit 3 units. Art: FAAM EN: H

F20 ART 113G Sculpture: Wood
Same as F20 213G, 313G, 413G - First-year students (only) register for F20 113G. The focus of this course is to introduce students to the basic principles of wood sculpture with an emphasis on furniture making.
Credit 3 units. Art: FAAM EN: H
F20 ART 113I Sculpture: Metal Fabrication
Same as F20 213I, 313I, 413I - First-year students (only) register for F20 113I. 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 plastically deformed to create compound shapes or it can be connected to most any other material. Students will explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines as well as the safe operation of drilling, grinding and finishing tools. Credit 3 units. Art: FAAM EN: H

F20 ART 114F Sculpture: Foundry
Same as F20 214F, 314F, 414F - First-year students (only) register for F20 114F. 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. Credit 3 units. Art: FAAM EN: H

F20 ART 114G Sculpture: Wood
Same as F20 214G, 314G, 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. Credit 3 units. EN: H

F20 ART 114H Sculpture: Blacksmithing
Same as F20 214H, 314H, 414H - First-year students (only) register for F20 114H. This course is an introduction to Blacksmithing materials, tools, and techniques. Students will 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 will explore these possibilities and expand our sculptural vocabulary. Credit 3 units. EN: H

F20 ART 114I Sculpture: Metal Fabrication
Same as F20 214I, 314I, 414I - First-year students (only) register for F20 114I. 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 plastically deformed to create compound shapes or it can be connected to most any other material. Students will explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines as well as the safe operation of drilling, grinding and finishing tools. Credit 3 units. EN: H

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

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

F20 ART 117M Architecture Through the Photographic Lens
Same as F20 217M, 317M, 417M - First-year students (only) register for F20 117M. Photography offers ways of seeing and representing the world around us. This course provides technical and conceptual frameworks for understanding architectural space as seen through the camera. Topics include building as site, landscape as context, and the architectural model as a representation tool. Students are introduced to a wide range of artists and architects, helping build a unique camera language to support their individual projects. Students will learn DSLR camera basics, fundamentals of Photoshop, digital printing techniques and studio lighting for documenting architectural models. The course assumes no prior experience with digital imaging technologies or materials. Digital camera required. No prerequisite Credit 3 units. Art: FAAM

F20 ART 117N Contemporary Portraiture
Same as F20 217N, 317N, 417N - First-year students (only) register for F20 117N. Historically, portraits were painted of the royal or wealthy to document an accurate likeness and display status and power. However, with the advent of photography, artists were freed to develop interpretations in style, process and medium. With subjects such as family, friends, strangers, celebrities, or self, the portrait has been used to reflect culture, identity, and the relationship between the artist and sitter. Issues of race, sexuality, gender, vanity and status continue to be relevant to contemporary practice. Primarily a drawing class, students combine the study of contemporary portrait artists with a studio practice that encourages development of a unique voice. Students consider how pose, gesture, lighting and other factors work together to support their intentions. Initial assignment prompts progress to guided, independent pursuits. Students will be encouraged to experiment with image, materials, and processes. Live models will be used as well as other source material. Credit 3 units. Art: FAAM

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
F20 ART 1184 Digital Photo II/Digital Imaging
Only undergraduates register for F20 1184. Graduate students register for F20 4184. This course will address the use of technology and pixel-based software for generating, manipulating, and compositing still digital images. The course will examine 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

F20 ART 1185 Kinetic Image/Digital Video
Only undergraduates register for F20 1185. Graduate students register for F20 4185. This introductory level course will address the use of digital technology and software for capturing, editing, and producing moving images. The course will examine 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

F20 ART 1186 Black-and-White Photography
Only undergraduates register for F20 1186. Graduate students register for F20 4186. 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

F20 ART 1187 Black-and-White Photography II
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

F20 ART 119 Ceramics
Same as F20 219, 319, 419 - First-year students (only) register for F20 119. 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

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

F20 ART 125I Making Comics
Same as F20 225I, 325I, 425I - First-year students (only) register for F20 125I. From hieroglyphics to newspapers, drawn pictures in sequence have told stories for thousands of years. This course is an introduction to writing and drawing short form comics. In readings and discussion, students will explore a wide variety of genres and visual approaches to comics. Through exercises and assignments students will learn how to make clear and evocative comics. All skill levels of drawing experience are acceptable.
Credit 3 units. Art: FADM

F20 ART 127A History of Photography
Same as F20 227A, 327A, 427A - First-year students (only) register for F20 127A. Survey of the history of photography and a look at the medium form 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

F20 ART 128A History of Photography
Same as F20 228A, 328A, 428A - First-year students (only) register for F20 128A. 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

F20 ART 133 Basic Illustration
Same as F20 233, 333, 433 - First-year students (only) register for F20 133. An introduction to concepts, media techniques, and problem-solving approaches within contemporary illustration. Emphasis on individual solutions to the problems presented. Students can work by hand or on the computer. Traditional drawing skills not required.
Credit 3 units. Art: FADM EN: H

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.
Credit 3 units. Art: FADM EN: H

F20 ART 135G The Licensed Image: Development and Distribution
Same as F20 235G, 335G, 435G - First-year students (only) register for F20 135G. 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, design and writing. Traditional drawing skills not required. Students can work by hand or on the computer. Ideal course for students whose work focuses...
F20 ART 135J Communication Design I
Same as F20 235J, 335J, 435J - First-year students (only) register for F20 135J. 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 will be 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 will be discussed. An excellent introduction to the subject as a tool for business and marketing.
Credit 3 units. Art: FADM EN: H

F20 ART 135J Introduction to Animating in Three Dimensions
Same as F20 235J, 335J, 435J - First-year students (only) register for F20 135J. This course explores 3D 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 3D 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. Prerequisites: F10 101 (Drawing) or equivalent or permission of instructor.
Credit 3 units. Art: FADM EN: H

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.

F20 ART 1361 Advertising I
Same as F20 2361, 3361, 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
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.
Credit 3 units. Art: FADM EN: H

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 students whose work focuses on images and those interested in developing visual products, including business students.
Credit 3 units. Art: FADM EN: H

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.
Credit 3 units. Art: FADM EN: H

F20 ART 136J Introduction to Animating in Three Dimensions
Same as F20 236J, 336J, 436J. First-year students (only) register for F20 136J. This course explores 3D 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 3D 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. Prerequisites: Drawing or equivalent or permission of instructor.
Credit 3 units. Art: FADM EN: H

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 Communication Design I, this course will offer students the opportunity 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
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

**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

**F20 ART 211T The Poetics of Image-Making: People, Place & Space**
This painting elective course examines the poetics of image-making, with a focus on the representation of people, place, and space, both observed and invented. Students learn the practice of painting and develop works through fundamental exercises as well as through the shared exploration of painting processes. Work outside of class for the beginner is project-based; advanced students produce an independent body of work. Critical assessment of work is complemented by faculty and peer discussions, readings, and field study. Required text: "The Poetics of Space" by Gaston Bachelard.
Credit 3 units.

**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

**F20 ART 213F Sculpture: Foundry**
Same as F20 113F, 313F, 413F - Sophomores (only) register for F20 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 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 material 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

**F20 ART 213H Sculpture: Blacksmithing**
Same as F20 113H, 313H, 413H - Sophomores (only) register for F20 213H. This course is an introduction to blacksmithing materials, tools and techniques. Students will 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 will explore these possibilities and expand our sculptural vocabulary.
Credit 3 units. Art: FAAM EN: H

**F20 ART 214F Sculpture: Foundry**
Same as F20 114F, 314F, 414F - Sophomores (only) register for F20 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 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 material 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

**F20 ART 214G Sculpture: Wood**
Same as F20 114G, 314G, 414G - Sophomores (only) register for F20 214G. The focus of this course is to introduce students to the basic principles of wood sculpture with an emphasis on furniture making.
Credit 3 units. EN: H

**F20 ART 214H Sculpture: Blacksmithing**
Same as F20 114H, 314H, 414H - Sophomores (only) register for F20 214H. This course is an introduction to Blacksmithing materials, tools, and techniques. Students will 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 will explore these possibilities and expand our sculptural vocabulary.
Credit 3 units. EN: H

**F20 ART 214I Sculpture: Metal Fabrication**
Same as F20 114I, 314I, 414I - Sophomores (only) register for F20 214I. 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 plastically deformed to create compound shapes or it can be connected to most any other material. Students will explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines as well as the safe operation of drilling, grinding and finishing tools.
Credit 3 units. EN: H
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

F20 ART 215F Printmaking: Call and Response
In music, a call and response is a succession of two distinct phrases usually written in different parts of the music, where the second phrase is heard as a direct commentary on or in response to the first. Printmaking: Call and Response is a survey of printmaking with a foundation in traditional, historical, and philosophical aspects of printmaking. It will cover basic processes in intaglio, lithography, relief, and monotype. Students are encouraged to work in response to the history of the print, with an emphasis on mixed media and experimentation. This class counts for the minor in art.
Credit 3 units.

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

F20 ART 217Q Context, Curation, Communication: Seriality in the Photographic Image
Series and sequences 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 setup 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.
Credit 3 units.

F20 ART 217O Drone Photography
This combination studio and discussion-based course examines the use of small unmanned aerial systems (sUAS) — otherwise known as drones — as a photographic medium. Studio sessions will introduce students to sUAS operation, various editing platforms, and output strategies. Lecture and discussion sessions will examine FAA regulations, the ethical implications of sUAS use by visual artists, and the rise of sUAS in the visual arts within the context of the history of aerial photography. All students will produce a body of work using drone capture as the primary medium. In order to ensure equal access to sUAS, students will be required to meet outside of class sessions.
Credit 3 units.

F20 ART 217P Drone Photography
This combination studio and discussion-based course examines the use of small unmanned aerial systems (sUAS) — otherwise known as drones — as a photographic medium. Studio sessions will introduce students to sUAS operation, various editing platforms, and output strategies. Lecture and discussion sessions will examine FAA regulations, the ethical implications of sUAS use by visual artists, and the rise of sUAS in the visual arts within the context of the history of aerial photography. All students will produce a body of work using drone capture as the primary medium. In order to ensure equal access to sUAS, students will be required to meet outside of class sessions.
Credit 3 units. EN: H

F20 ART 217N Contemporary Portraiture
Same as F20 117N, 317N, and 417N. Sophomores (only) register for F20 217N. Historically, portraits were painted of the royal or wealthy to document an accurate likeness and to display status and power. However, with the advent of photography, artists were freed to develop interpretations in style, process, and medium. With subjects such as family, friends, strangers, celebrities, or self, the portrait has been used to reflect culture, identity, and the relationship between the artist and the sitter. Issues of race, sexuality, gender, vanity, and status continue to be relevant to contemporary practice. This is primarily a drawing class, and students combine the study of contemporary portrait artists with a studio practice that encourages the development of a unique voice. Students consider how pose, gesture, lighting, and other factors work together to support their intentions. Initial assignment prompts progress to guided, independent pursuits. Students will be encouraged to experiment with image, materials, and processes. Live models will be used as well as other source material.
Credit 3 units. Art: FAAM EN: H

F20 ART 217M Architecture Through the Photographic Lens
Same as F20 117M, 317M, F20 417M - Sophomores (only) register for F20 217M. Photography offers ways of seeing and representing the world around us. This course provides technical and conceptual frameworks for understanding architectural space as seen through the camera. Topics include building as site, landscape as context, and the architectural model as a representation tool. Students are introduced to a wide range of artists and architects, helping build a unique camera language to support their individual projects. Students will learn DSLR camera basics, fundamentals of Photoshop, digital printing techniques and studio lighting for documenting architectural models. The course assumes no prior experience with digital imaging technologies or materials. Digital camera required.
Credit 3 units. Art: FAAM

F20 ART 217Q Context, Curation, Communication: Seriality in the Photographic Image
Series and sequences 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 setup 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.
Credit 3 units.

F20 ART 219 Ceramics
Same as F20 119, 319, 419 - Sophomores (only) register for F20 219. 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
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

F20 ART 223F Special Topics in Fashion Design (Fashion Design: Collaboration Studio)
Same as F20 323F, F20 423F. Sophomores (only) register for F20 223F. 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. Prerequisites: Introduction to Fashion Design.
Credit 3 units. Art: CPSC, FADM EN: H

F20 ART 223K Business of Fashion
This seminar course is an academic analysis of the business of fashion that focuses on the following: marketing fashion products, consumer behavior, brand development, markets, promotion/distribution, and attention to emerging technologies. Students will study fashion merchandising and product development, including seasonal deliveries, line development, basic costing practices, and retail math. Case studies will engage students in current fashion business practices. Open to all students.
Credit 3 units.

F20 ART 223L Special Topics in Fashion Design: Fashion and Race
Same as F20 323L, 423L - Sophomores (only) register for F20 223L. 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, and 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.
Credit 3 units. Art: CPSC, FADM

F20 ART 225I Making Comics
Same as F20 125I, 325I, F20 425I - Sophomores (only) register for F20 225I. From hieroglyphics to newspapers, drawn pictures in sequence have told stories for thousands of years. This course is an introduction to writing and drawing short form comics. In readings and discussion, students will explore a wide variety of genres and visual approaches to comics. Through exercises and assignments students will learn how to make clear and evocative comics. All skill levels of drawing experience are acceptable.
Credit 3 units. Art: FADM

F20 ART 225J Sculpting Realities
This course investigates new digital technologies — particularly mixed, augmented, and virtual reality — through the consideration of one critical question: “What does it mean to be real?” Students will learn the basics for making works of art, design, and architecture in alternative realities through 3D scanning, 3D modeling, and immersive world building. In addition to tutorials and multidisciplinary collaborative studio projects, students will investigate issues of reality and the use of alternative reality tools through readings, discussions, presentations, and other dialogues. The semester will culminate in a final project that translates a physical experience or artifact into a digital one.
Credit 3 units.

F20 ART 227A History of Photography
Same as F20 127A, 327A, F20 427A - Sophomores (only) register for F20 227A. 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

F20 ART 228A History of Photography
Same as F20 128A, 328A, F20 428A - Sophomores (only) register for F20 228A. 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

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 INTER D 329F
Credit 3 units. A&S IQ: SC Arch; SSC Art: CPSC, SSC BU: BA

**F20 ART 233 Basic Illustration**
Same as F20 133, 333, 433 - Sophomores (only) register for F20 233. An introduction to the concepts, media, techniques, and problem-solving approaches within contemporary illustration. Emphasis on individual solutions to the problems presented. Students can work by hand or on the computer. Traditional drawing skills not required.
Credit 3 units. Art: FADM EN: H

**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.
Credit 3 units. Art: FADM EN: H

**F20 ART 235A Interaction Design: Applications for Public Health**
Same as F20 135A, 335A, 435A. Sophomores (only) register for F20 235A. 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 an area such as transportation or community health resources 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.
Credit 3 units. Art: FADM EN: H

**F20 ART 235G The Licensed Image: Development and Distribution**
Same as F20 135G, 335G, 435G - Sophomores (only) register for F20 235G. 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.

**F20 ART 235I Communication Design I**
Same as F20 135I, 335I, 435I. Sophomores (only) register for F20 235I. 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 will be 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 will be discussed. An excellent introduction to the subject as a tool for learning and communication. Credit 3 units. Art: FADM EN: H

**F20 ART 235J Introduction to Animation in Three Dimensions**
Same as F20 135J, 335J, 435J. Sophomores (only) register for F20 235J. This course explores 3D 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 3D 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. Prerequisites: Drawing or equivalent or permission of instructor.
Credit 3 units. Art: FADM EN: H

**F20 ART 235O Drawing as Thinking**
Same as F20 125O, 325O, 425O - Sophomores (only) register for F20 225O. This 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.

**F20 ART 2361 Advertising I**
Same as F20 1361, 3361, 4361 - Sophomores (only) register for F20 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

**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.

Credit 3 units. Art: FADM EN: H

F20 ART 2363 Advertising in the Digital Age
Same as F20 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

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 will 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

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

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.

Credit 3 units. Art: FADM EN: H

F20 ART 236A Interaction Design: Understanding Health and Well-Being
Same as F20 336A, 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.

Credit 3 units. Art: CPSC, FADM EN: H

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 students whose work focuses on images and those interested in developing visual products, including business students.

Credit 3 units. Art: FADM EN: H

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.

Credit 3 units. Art: FADM EN: H

F20 ART 236J Introduction to Animating in Three Dimensions
Same as F20 136J, 336J, 436J. Sophomores (only) register for F20 236J. This course explores 3D 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 3D 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. Prerequisites: Drawing or equivalent or permission of instructor.
Credit 3 units. Art: FADM EN: H

F20 ART 236K Communication Design II
Same as F20 136K, 336K, 436K. Sophomores (only) register for F20 236K. Building on the fundamentals of Communication Design 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.
Credit 3 units. Art: FADM EN: H

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 animate. 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; 3D 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 3D program, or for those who have already developed skills in any form of animation. Prerequisite: Introduction to Animating in Three Dimensions or permission of instructor.
Credit 3 units. Art: FADM EN: H

F20 ART 239I Radical Design: Making Civic Experiences
Same as F20 339I and 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 it 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 will discuss the value of designing for fundamental change alongside more incremental reform. Required class time will also include at least one additional in-class studio hour per week, to be determined based on students' schedules.
Credit 3 units. Art: CPSC, FADM EN: H

F20 ART 241E Digital Game Design
Designing a digital game that is both entertaining and usable requires understanding principles of user interface, game theory, and visual design. In this course, students will be introduced to basic game design strategy and practice in the development of their own game projects. Using both paper and the digital screen as canvases for design, students will explore gameplay iterations and create visual components. No prior experience in visual design, coding, or digital games is necessary.
Credit 3 units.

F20 ART 251A Sound Environments
This course explores sound and musical composition in a digital format, functioning as a sculptural, spatial, psychological, and architectural intervention. The course offers an introduction to current sound art practices and examines how sound projects are capable of altering our sense of space and time. Sonic space necessarily touches upon experimental music and installation art as closely related to sound art. The course introduces students to basic methods of sound recording and editing software and hardware, with the goal of composing sound works for space and for headphones. Readings pertaining to current developments in contemporary experimental music and sound art as well as regular writing assignments accompany the course.
Credit 3 units.

F20 ART 2547 Italian Language (Florence)
This course covers Italian grammar and conversation for study abroad students in Florence. Taught entirely in Italian. 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.

F20 ART 2548 Italian Language
This course covers Italian grammar and conversation for study abroad students in Florence. Taught entirely in Italian. 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

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

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

F20 ART 2713 Introduction to Book Binding
Same as F20 1713, 3713, 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
F20 ART 2714 Introduction to Book Binding
Same as F20 1714, 3714, 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 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

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.
Credit 3 units. Art: FADM, VC

F20 ART 302 Drawing
An advanced drawing course for third- and fourth-year students. Individualized instruction allows students to explore various media and stylistic approaches in both figurative and nonfigurative modes.
Credit 3 units. EN: H

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. Art: CPSC EN: H

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 facets 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 for the course. 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.

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

F20 ART 311T The Poetics of Image-Making: People, Place & Space
This painting elective course examines the poetics of image-making, with a focus on the representation of people, place, and space, both observed and invented. Students learn the practice of painting and develop works through fundamental exercises as well as through the shared exploration of painting processes. Work outside of class for the beginner is project-
based; advanced students produce an independent body of work. Critical assessment of work is complemented by faculty and peer discussions, readings, and field study. Required text: “The Poetics of Space” by Gaston Bachelard. Credit 3 units.

**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

**F20 ART 313F Sculpture: Foundry**
Same as F20 113F, 213F, 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. Credit 3 units. Art: FAAM EN: H

**F20 ART 314G Sculpture: Wood**
Same as F20 114G, 214G, 413G - Juniors (only) register for F20 314G. The focus of this course is to introduce students to the basic principles of wood sculpture with an emphasis on furniture making. Credit 3 units. Art: FAAM EN: H

**F20 ART 314H Sculpture: Blacksmithing**
Same as F20 114H, 214H, 413H - Juniors (only) register for F20 314H. This course is an introduction to Blacksmithing materials, tools, and techniques. Students will 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 will explore these possibilities and expand our sculptural vocabulary. Credit 3 units. EN: H

**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

**F20 ART 315F Printmaking: Call and Response**
In music, a call and response is a succession of two distinct phrases usually written in different parts of the music, where the second phrase is heard as a direct commentary on or in response to the first. Printmaking: Call and Response is a survey of printmaking with a foundation in traditional, historical, and philosophical aspects of printmaking. It will cover basic processes in intaglio, lithography, relief, and monotype. Students are encouraged to work in response to the history of the print, with an emphasis on mixed media and experimentation. This class counts for the minor in art. Credit 3 units.

**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

F20 ART 317M Architecture Through the Photographic Lens
Same as F20 117M, 217M, 417M - Juniors (only) register for F20 317M. Photography offers ways of seeing and representing the world around us. This course provides technical and conceptual frameworks for understanding architectural space as seen through the camera. Topics include building as site, landscape as context, and the architectural model as a representation tool. Students are introduced to a wide range of artists and architects, helping build a unique camera language to support their individual projects. Students will learn DSLR camera basics, fundamentals of Photoshop, digital printing techniques and studio lighting for documenting architectural models. The course assumes no prior experience with digital imaging technologies or materials. Digital camera required. Credit 3 units. Art: FAAM

F20 ART 317N Contemporary Portraiture
Same as F20 117N, 217N, 417N - Juniors (only) register for F20 317N. Historically, portraits were painted of the royal or wealthy to document an accurate likeness and display status and power. But with the advent of photography, artists were freed to develop interpretations in style, process and medium. With subjects such as family, friends, strangers, celebrities, or self, the portrait has been used to reflect culture, identity, and the relationship between the artist and sitter. Issues of race, sexuality, gender, vanity and status continue to be relevant to contemporary practice. Primarily a drawing class, students combine the study of contemporary portrait artists with a studio practice that encourages development of a unique voice. Students consider how pose, gesture, lighting and other factors work together to support their intentions. Initial assignment prompts progression to guided, independent pursuits. Students will be encouraged to experiment with image, materials, and processes. Live models will be used as well as other source material. Credit 3 units. Art: FAAM

F20 ART 317O Drone Photography
This combination studio and discussion-based course examines the use of small unmanned aerial systems (sUAS) — otherwise known as drones — as a photographic medium. Studio sessions will introduce students to sUAS operation, various editing platforms, and output strategies. Lecture and discussion sessions will examine FAA regulations, the ethical implications of sUAS use by visual artists, and the rise of sUAS in the visual arts within the context of the history of aerial photography. All students will produce a body of work using drone capture as the primary medium. In order to ensure equal access to sUAS, students will be required to meet outside of class sessions. Credit 3 units.

F20 ART 317Q Context, Curation, Communication: Seriality in the Photographic Image
Series and sequences 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 setup 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. Credit 3 units.

F20 ART 317P Drone Photography
This combination studio and discussion-based course examines the use of small unmanned aerial systems (sUAS) — otherwise known as drones — as a photographic medium. Studio sessions will introduce students to sUAS operation, various editing platforms, and output strategies. Lecture and discussion sessions will examine FAA regulations, the ethical implications of sUAS use by visual artists, and the rise of sUAS in the visual arts within the context of the history of aerial photography. All students will produce a body of work using drone capture as the primary medium. In order to ensure equal access to sUAS, students will be required to meet outside of class sessions. Credit 3 units.

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 will, 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

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

F20 ART 319 Ceramic
Same as F20 119, 219, 419 - Juniors (only) register for F20 319. 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

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.
presentations, and other dialogues. The semester will culminate in a final project that translates a physical experience or artifact into a digital one.

F20 ART 323F Special Topics in Fashion Design (Fashion Design: Collaboration Studio)
Same as F20 123F, 223F, 423F - Juniors (only) register for F20 323F. 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://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course.
Credit 3 units. Art: CPSC, FADM EN: H

F20 ART 323I Making Comics
Same as F20 123I, 223I, 423I - Juniors (only) register for F20 323I. 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.
Credit 3 units. Art: CPSC, FADM

F20 ART 323J Sculpting Realities
This course investigates new digital technologies — particularly mixed, augmented, and virtual reality — through the consideration of one critical question: "What does it mean to be real?" Students will learn the basics for making works of art, design, and architecture in alternative realities through 3D scanning, 3D modeling, and immersive world building. In addition to tutorials and multidisciplinary collaborative studio projects, students will investigate issues of reality and the use of alternative reality tools through readings, discussions, presentations, and other dialogues. The semester will culminate in a final project that translates a physical experience or artifact into a digital one.

F20 ART 327A History of Photography
Same as F20 127A, 227A, 427A - Juniors (only) register for F20 327A. 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

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 2D Design, or permission of instructor.
Same as X10 XCORE 327X
Credit 3 units. Art: FADM

F20 ART 328A History of Photography
Same as F20 128A, 228A, 428A - Juniors (only) register for F20 328A. 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

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
F20 ART 333 Basic Illustration
Same as F20 133, 233, 433 - Juniors (only) register for F20 333. An introduction to the concepts, media techniques, and problem-solving approaches within contemporary illustration. Emphasis on individual solutions to the problems presented. Students can work by hand or on the computer. Traditional drawing skills not required. Credit 3 units. Art: FADM EN: H

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. Credit 3 units. Art: FADM EN: H

F20 ART 335A Interaction Design: Applications for Public Health
Same as F20 335A - Juniors (only) register for F20 335A. 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 an area such as transportation or community health resources 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 coursework is necessary though experience with Adobe Photoshop, Illustrator and InDesign are helpful. Credit 3 units. EN: H

F20 ART 335G The Licensed Image: Development and Distribution
Same as F20 135G, 235G, 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 students whose work focuses on images and those interested in developing visual products, including business students. Credit 3 units. Art: FADM EN: H

F20 ART 335J Introduction to Animating in Three Dimensions
Same as F20 135J, 235J, 435J - Juniors (only) register for F20 335J. This course explores 3D 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 3D 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. Prerequisites: Drawing or equivalent or permission of instructor. Credit 3 units. Art: FADM EN: H

F20 ART 335O Drawing as Thinking
Same as F20 335O. 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.

F20 ART 335P Special Topics: 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. Credit 1 unit. Art: FADM
F20 ART 3361 Advertising I
Same as F20 136I, 236I, 436I - Juniors (only) register for F20 336I. 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

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. Credit 3 units. Art: FADM EN: H

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

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

F20 ART 3365 History of Advertising
Same as F20 1365, 2365, 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 course examines, through various media forms, key advertisements and campaigns, the creative 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

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 creative 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. Credit 3 units. Art: FADM EN: H

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. Credit 3 units. Art: CPSC, FADM EN: H

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 students whose work focuses on images and those interested in developing visual products, including business students. Credit 3 units. Art: FADM EN: H

F20 ART 336I Communication Design I
Same as F20 136I, 236I, 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
F20 ART 336J Communication Design II
Same as F20 136K, 236K, 436K. Juniors (only) register for F20 336K. Building on the fundamentals of Communication Design 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. Prerequisites: Communication Design I. Credit 3 units. Art: FADM EN: H

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 animate. 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; 3D 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 area of interest to create a storyboard and animate. 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; 3D 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 3D program, or for those who have already developed skills in any form of animation. Prerequisite: Introduction to Animating in Three Dimensions or permission of instructor. Credit 3 units. Art: FADM EN: H

F20 ART 339I Radical Design: Making Civic Experiences
Same as F20 239I and 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 it 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 will discuss the value of designing for fundamental change alongside more incremental reform. Required class time will also include at least one additional in-class studio hour per week, to be determined based on students’ schedules. CET (https://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course. Credit 3 units. Art: CPSC, FADM EN: H
the shopping environment in narratives of power and desire. Prerequisite is completion of Sam Fox foundations year. Open to sophomores and above. Same as X10 XCORE 346X
Credit 3 units. Art: CPSC

F20 ART 351A Sound Environments
This course explores sound and musical composition in a digital format, functioning as a sculptural, spatial, psychological, and architectural intervention. The course offers an introduction to current sound art practices and examines how sound projects are capable of altering our sense of space and time. Sonic space necessarily touches upon experimental music and installation art as closely related to sound art. The course introduces students to basic methods of sound recording and editing software and hardware, with the goal of composing sound works for space and for headphones. Readings pertaining to current developments in contemporary experimental music and sound art as well as regular writing assignments accompany the course. Credit 3 units.

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. Art: VC

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. Art: FADM, VC EN: H

F20 ART 3714 Introduction to Book Binding
Same as F20 1714, 2714, 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

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. Credit 3 units. Art: FADM, VC

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. During those 100 years, Italy — particularly 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, including sculptors such as Donatello, Verrocchio, and Michelangelo, painters such as Giotto, Masaccio, Uccello, Botticelli, Leonardo, and Raphael; and architects such as Brunelleschi and Alberti up to Sangalo. Credit 3 units. Arch: HT, RW Art: AH

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.
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.

F20 ART 3843 Filming the Black Freedom Struggle in St. Louis
This inter-disciplinary course introduces 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 St. Louisians who challenged racial segregation in housing and work, fought white mobs in city streets, and battled the destruction of Black communities by federal urban renewal and public housing policies. Students, working with a historian and a filmmaker, will research and make a documentary film on a piece of St. Louis' crucial contribution to the Black Freedom Struggle in America. We bring together documentary filmmaking and history research to draw attention to the multiple narratives (many long-neglected) of African American and urban history, and to the multiple approaches to presenting history. CET (https://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course.
Same as L22 History 3843
Credit 3 units. A&S IQ: HUM, SC, SD Art: CPSC, HUM BU: BA EN: H

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.

F20 ART 402 Drawing
An advanced drawing course for third- and fourth-year students. Individualized instruction allows students to explore various media and stylistic approaches in both figurative and nonfigurative modes.
Credit 3 units. EN: H

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

F20 ART 411T The Poetics of Image-Making: People, Place & Space
This painting elective course examines the poetics of image-making, with a focus on the representation of people, place, and space, both observed and invented. Students learn the practice of painting and develop works through fundamental exercises as well as through the shared exploration of painting processes. Work outside of class for the beginner is project-based; advanced students produce an independent body of work. Critical assessment of work is complemented by faculty and peer discussions, readings, and field study. Required text: "The Poetics of Space" by Gaston Bachelard.
Credit 3 units.

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

F20 ART 413F Sculpture: Foundry
Same as F20 113F, 213F, 313F - Seniors (only) register for F20 413F. 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 major and non-art students pursuing an art minor will have priority.
Credit 3 units. Art: FAAM EN: H

F20 ART 413G Sculpture: Wood
Same as F20 113G, 213G, 313G - Seniors (only) register for F20 413G. 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.
Credit 3 units. Art: FAAM EN: H

F20 ART 413H Sculpture: Blacksmithing
Same as F20 113H, 213H, 313H - Seniors (only) register for F20 413H. This course is an introduction to blacksmithing materials, tools, and techniques. Students will 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 will explore these possibilities and expand our sculptural vocabulary.
Credit 3 units. Art: FAAM EN: H

F20 ART 414G Sculpture: Wood
Same as F20 114G, 214G, 314G - Seniors (only) register for F20 414G. The focus of this course is to introduce students to the basic principles of wood sculpture with an emphasis on furniture making.
Credit 3 units. EN: H

F20 ART 414H Sculpture: Blacksmithing
Same as F20 114H, 214H, 314H - Seniors (only) register for F20 414H. This course is an introduction to blacksmithing materials, tools, and techniques. Students will 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 will explore these possibilities and expand our sculptural vocabulary.
Credit 3 units. EN: H

F20 ART 414L Sculpture: Metal Fabrication
Same as F20 114L, 214L, 314L - Seniors (only) register for F20 414L. 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 plastically deformed to create compound shapes or it can be connected to most any other material. Students will explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines as well as the safe operation of drilling, grinding and finishing tools.
Credit 3 units. Art: FAAM EN: H

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

F20 ART 415F Printmaking: Call and Response
In music, a call and response is a succession of two distinct phrases usually written in different parts of the music, where the second phrase is heard as a direct commentary on or in response to the first. Printmaking: Call and Response is a survey of printmaking with a foundation in traditional, historical, and philosophical aspects of printmaking. It will cover basic processes in intaglio, lithography, relief, and monotype. Students are encouraged to work in response to the history of the print, with an emphasis on mixed media and experimentation. This class counts for the minor in art.
Credit 3 units.

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

F20 ART 417M Architecture Through the Photographic Lens
Photography offers ways of seeing and representing the world around us. This course provides technical and conceptual frameworks for understanding architectural space as seen through the camera. Topics include building as site, landscape as context, and the architectural model as a representation tool. Students are introduced to a wide range of artists and architects, helping build a unique camera language to support their individual projects. Students will learn DSLR camera basics, fundamentals of Photoshop, digital printing techniques and studio lighting for documenting architectural models. The course assumes no prior experience with digital imaging technologies or materials. Digital camera required.
Credit 3 units. Art: FAAM

F20 ART 417N Contemporary Portraiture
Same as F20 117N, 217N, 317N - Seniors (only) register for F20 417N. Historically, portraits were painted of the royal or wealthy to document an accurate likeness and display status and power. But with the advent of photography, artists were freed to develop interpretations in style, process and medium. With subjects such as family, friends, strangers, celebrities, or self, the portrait has been used to reflect culture, identity, and the relationship between the artist and sitter. Issues of race, sexuality, gender, vanity and status continue to be relevant to contemporary practice. Primarily a drawing class, students combine the
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. 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

F20 ART 423F Special Topics in Fashion Design: (Fashion Design: Collaboration Studio)

Same as F20 123F, 223F, 323F - Seniors (only) register for F20 423F. 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: CPSC, FADM EN: H

F20 ART 423L Special Topics in Fashion Design: Fashion and Race

Same as F20 123L, 223L, 323L - Seniors (only) register for F20 423L. 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. Credit 3 units. Art: CPSC, FADM

F20 ART 425I Making Comics

Same as F20 125I, 225I, 325I - Seniors (only) register for F20 425I. From hieroglyphics to newspapers, drawn pictures in sequence have told stories for thousands of years. This course is an introduction to writing and drawing short form comics. In readings and discussion, students will explore a wide variety of genres and visual approaches to comics. Through exercises and assignments students will learn how to make clear and evocative comics. All skill levels of drawing experience are acceptable. Credit 3 units. Art: FADM EN: H

F20 ART 417O Drone Photography

This combination studio and discussion-based course examines the use of small unmanned aerial systems (suAS) — otherwise known as drones — as a photographic medium. Studio sessions will introduce students to suAS operation, various editing platforms, and output strategies. Lecture and discussion sessions will examine FAA regulations, the ethical implications of suAS use by visual artists, and the rise of suAS in the visual arts within the context of the history of aerial photography. All students will produce a body of work using drone capture as the primary medium. In order to ensure equal access to suAS, students will be required to meet outside of class sessions. Credit 3 units.

F20 ART 417P Drone Photography

This combination studio and discussion-based course examines the use of small unmanned aerial systems (suAS) — otherwise known as drones — as a photographic medium. Studio sessions will introduce students to suAS operation, various editing platforms, and output strategies. Lecture and discussion sessions will examine FAA regulations, the ethical implications of suAS use by visual artists, and the rise of suAS in the visual arts within the context of the history of aerial photography. All students will produce a body of work using drone capture as the primary medium. In order to ensure equal access to suAS, students will be required to meet outside of class sessions. Credit 3 units.

F20 ART 417Q Context, Curation, Communication: Seriality in the Photographic Image

Series and sequences 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 setup 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. Credit 3 units.

F20 ART 419 Ceramics

Same as F20 119, 219, 319 - Seniors (only) register for F20 419. 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

F20 ART 423O Context, Curation, Communication: Seriality in the Photographic Image

Series and sequences 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 setup 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. Credit 3 units.
F20 ART 425J Sculpting Realities
This course investigates new digital technologies — particularly mixed, augmented, and virtual reality — through the consideration of one critical question: “What does it mean to be real?” Students will learn the basics for making works of art, design, and architecture in alternative realities through 3D scanning, 3D modeling, and immersive world building. In addition to tutorials and multidisciplinary collaborative studio projects, students will investigate issues of reality and the use of alternative reality tools through readings, discussions, presentations, and other dialogues. The semester will culminate in a final project that translates a physical experience or artifact into a digital one.
Credit 3 units.

F20 ART 427A History of Photography
Same as F20 127A, 227A, 327A - Seniors (only) register for F20 427A. 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

F20 ART 428A History of Photography
Same as F20 128A, 228A, 328A - Seniors (only) register for F20 428A. 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

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 IS0 INTER D 329F
Credit 3 units. A&S IQ: SC Arch: SSC Art: CPSC, SSC BU: BA

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.
Credit 3 units. Art: FADM EN: H

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.
Credit 3 units. Art: FADM EN: H

F20 ART 435A Interaction Design: Applications for Public Health
Same as F20 335A - Seniors (only) register for F20 435A. 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 an area such as transportation or community health resources 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.
Credit 3 units. Art: FADM EN: H

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 students whose work focuses on images and those interested in developing visual products, including business students.
Credit 3 units. Art: FADM EN: H

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 will be 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 will be discussed. An excellent introduction to the subject as a tool for business and marketing.
Credit 3 units. EN: H
F20 ART 435J Introduction to Animating in Three Dimensions
Same as F20 135J, 235J, 335J. Seniors (only) register for F20 435J. This course explores 3D animation in the short film format. Students move from an overview of the processes 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 3D 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. Prerequisites: F10 101 (Drawing) or equivalent or permission of instructor. Credit 3 units. Art: FADM EN: H

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.

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. Credit 1 unit. Art: FADM

F20 ART 4351 Advertising I
Same as F20 1361, F20 2361, F20 3361. Seniors (only) register for F20 4351. 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. Prerequisites: 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

F20 ART 4361 Advertising I
Same as F20 1361, F20 2361, F20 3361. Seniors (only) register for F20 4361. 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

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. Prerequisites: 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

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

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 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

F20 ART 4365 History of Advertising
Same as F20 1365, 2365, 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 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

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. Credit 3 units. Art: FADM EN: H
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. CET (https://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course.
Credit 3 units. Art: CPSC, FADM EN: H

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-driven 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 students whose work focuses on images and those interested in developing visual products, including business students.
Credit 3 units. Art: FADM EN: H

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.
Credit 3 units. Art: FADM EN: H

F20 ART 436J Introduction to Animating in Three Dimensions
Same as F20 136J, 236J, 336J. Seniors (only) register for F20 436J. This course explores 3D 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 3D 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. Prerequisites: Drawing or equivalent or permission of instructor.
Credit 3 units. Art: FADM EN: H

F20 ART 436K Communication Design II
Same as F20 136K, 236K, 336K. Seniors (only) register for F20 436K. Building on the fundamentals of Communication Design I, this course will offer students the opportunity solve more complex visual communication problems. Information design (explanatory graphs and charts), multiple 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.
Credit 3 units. Art: FADM EN: H

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 upon, students will be able to choose to work in various parts of the pipeline including Character Design; Layout and Set Design; 3D 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 3D program, or for those who have already developed skills in any form of animation. Prerequisite: Introduction to Animating in Three Dimensions or permission of instructor.
Credit 3 units. Art: FADM EN: H

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 re-designing 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. Required class time will also include at least one additional in-class studio hour per week, to be determined based on students’ schedules.
Credit 3 units. Art: CPSC, FADM EN: H

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, VC  EN: H

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

F20 ART 451A Sound Environments
This course explores sound and musical composition in a digital format, functioning as a sculptural, spatial, psychological, and architectural intervention. The course offers an introduction to current sound art practices and examines how sound projects are capable of altering our sense of space and time. Sonic space necessarily touches upon experimental music and installation art as closely related to sound art. The course introduces students to basic methods of sound recording and editing software and hardware, with the goal of composing sound works for space and for headphones. Readings pertaining to current developments in contemporary experimental music and sound art as well as regular writing assignments accompany the course. Credit 3 units.

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. Art: VC

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. Art: FADM, VC EN: H

F20 ART 4713 Introduction to Book Binding
Same as F20 1713, 2713, 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

F20 ART 4714 Introduction to Book Binding
Same as F20 1714, 2714, 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

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, VC
The Sam Fox School of Design & Visual Arts

Ralph J. Nagel Dean
Carmon Colangelo (http://www.samfoxschool.wustl.edu/portfolios/faculty/carmon_colangelo)
E. Desmond Lee Professor for Collaboration in the Arts
MFA, Louisiana State University

Associate Dean
Nicole Allen (http://www.samfoxschool.wustl.edu/directory/2695)
MA, University of Wisconsin

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

College of Architecture/Graduate School of Architecture & Urban Design
Heather Woofter (http://samfoxschool.wustl.edu/portfolios/faculty/heather_woofter)
Director, College of Architecture and Graduate School of Architecture & Urban Design
Sam and Marilyn Fox Professor
MArch, Harvard University

College of Art/Graduate School of Art
Amy Hauft
Director, College and Graduate School of Art
Jane Reuter Hitzeman and Herbert F. Hitzeman Jr. Professor of Art
MFA, School of the Art Institute of Chicago

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 that links 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 D.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 40 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 with another university area.

Both core and advanced studios integrate contemporary theory and practice. Among the innovative programs offered are the following:

- Multidisciplinary courses are 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, Berlin, Buenos Aires and Florence 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; WashU City, 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. Design faculty have won numerous professional honors, and 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, highlighting 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, six-building campus for design and the visual arts located on the eastern portion of the Danforth Campus. Conceived around a central courtyard, it both reflects and updates Washington University's original campus plan, which was developed in 1895 by Frederick Law Olmsted, the founder of American landscape architecture.

Designed by the internationally acclaimed architecture firm KieranTimberlake, the Anabeth and John Well Hall (https://samfoxschool.wustl.edu/buildingthefuture/#Well) houses state-of-the-art graduate studios, classrooms and digital fabrication spaces. With its abundant natural light and flexible, loft-style studios and workspaces, Weil Hall is a new locus for teaching, study, creation and critique. The William A. Bernoudy Architecture Studio — along with studios for graduate architecture, landscape architecture, urban design, illustration & visual culture, and visual art — houses programs for the Graduate School of Architecture & Urban Design and the Graduate School of Art. Over the last decade, both graduate schools, which include the nationally ranked Master of Architecture and Master of Fine Arts in Visual Art programs, have doubled in size. The Roxanne H. Frank Design Studio houses the Graduate School of Art’s new Master of Fine Arts in Illustration & Visual Culture program, which welcomes its first class in fall 2019.

Another component of Weil Hall — the luminous, two-story Kuehner Family Court — features a living green wall, skylights, and glass walls that allow for visual connectivity between studio spaces, providing students with a feeling of simultaneity and participation in a larger community. As the conceptual heart of the building, the Caleres Digital Fabrication Studio allows students and faculty across programs to execute complex projects using state-of-the-art tools. Other notable spaces include the Ralph J. Nagel Dean’s Suite and Weil Hall Commons, which includes a commissioned mural wall that features new works by alumni each year.

**Earl E. and Myrtle E. Walker Hall** brings together the undergraduate sculpture and painting areas. The sculpture area includes undergraduate studios, a wood shop, a metal shop, an installation room, and a faculty office, all on the ground level and first floor. The undergraduate painting studios are on the second floor.

**William K. Bixby Hall**, completed in 1926, has grown and changed to meet the needs of the students, faculty and administration of the College & Graduate School of Art. The building currently houses teaching and studio spaces for first-year art and design students, the undergraduate fashion design
and printmaking majors, and the Nancy Spirtas Kranzberg Studio for the Illustrated Book (http://samfoxschool.wustl.edu/node/3649). The Dubinsky Printmaking Studio, a state-of-the-art facility, is located on the first floor. On the ground floor, an administrative suite is home to student services and the finance office.

**Joseph B. Givens Hall** has been architecture’s home since 1932. It features a variety of studio spaces, including large drafting rooms with 15-foot ceilings, large windows, and skylit ateliers. The building's compact and elegant Beaux-Arts design has at its heart a grand central stair often used for socializing and informal meetings. Givens Hall also houses a main lecture room, review spaces, classrooms, digital fabrication labs (http://samfoxschool.wustl.edu/node/3432), and administrative offices for the deans and directors of the Sam Fox School.

**Mark C. Steinberg Hall**, completed in 1960, was the first commission by Fumihiko Maki, then an architecture professor at Washington University. Formerly home to the Gallery of Art, the Department of Art History & Archaeology in Arts & Sciences, and the Art & Architecture Library, Steinberg Hall now houses Career Services and the undergraduate communication design and photography majors on the lower level; public spaces such as Steinberg Hall Gallery and Etta Eiseman Steinberg Auditorium on the main level; and architecture and communication design studios on the upper level.

The [Mildred Lane Kemper Art Museum](http://www.kemperartmuseum.wustl.edu), completed in 2006, is another commission by Maki. The 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 Kenneth and Nancy Kranzberg Art & Architecture Library and the Department of Art History & Archaeology.

**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 the following:

**2018-19**

- Diana Al-Hadid
- Enrique Martinez Celaya
- Tod Williams and Billie Tsien Architects | Partners
- Winka Dubbeldam
- Richard Sennett
- Leah Dickerman
- Alfredo Payá
- Morehshin Allahyari
- Víctor Manuel Martínez
- Gabriel Asfour
- Sandra Barclay and Jean Pierre Crousse
- David Humphrey
- Georgina Huljich
- V. Mitch McEwen
- Douglas Farr
- Cristiano Ceccato
- Richard Murphy
- Gunther Vogt

**Email:** artinfo@samfox.wustl.edu

**Website:** http://samfoxschool.wustl.edu

**Degree Requirements**

To receive a degree from the College of Art, a student must meet the listed requirements and take academic courses with other undergraduates. Work in art can be combined with studies in architecture, business, the humanities, the 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 and BA degrees, in addition to major and additional elective requirements. (Specific courses that meet these requirements are listed in the College of Arts & Sciences section.)

**Writing:** (C- or better) is required during the first year. Transfer students must fulfill the writing requirement by taking an approved course or by review of a writing portfolio. For more information, visit the College Writing Program website (https://collegewriting.wustl.edu).

**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 this requirement.

**Natural Sciences or Mathematics:** These courses help the student 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 this 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 and Psychological & Brain Sciences as well as courses from other areas, including interdisciplinary studies. Courses designated “Art SSC” fulfill this requirement.

Art History and Visual Culture: These courses provide context for art and design studies by examining the cultural and historical impact of artworks and artifacts. The BFA degree requires two one-semester introductory courses (Art-Arch 113 and Art-Arch 215) and three additional courses. The BA degree requires two courses of the student's choice. Courses designated “Art AH” or “Art VC” fulfill this requirement.

Students must also fulfill the following degree requirements:

### Bachelor of Fine Arts Degree

**Students in the Classes of 2020 and 2021:**

<table>
<thead>
<tr>
<th>Required</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Natural sciences or mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Social and behavioral sciences</td>
<td>3</td>
</tr>
<tr>
<td>History of Western Art, Architecture &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Modern Art, Architecture &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>Additional art history or visual culture</td>
<td>9</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
</tr>
</tbody>
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**Art/Design Foundation**

| Drawing I                                           | 3     |
| Drawing II                                          | 3     |
| 2D Design                                           | 3     |
| 3D Design                                           | 3     |
| Practices: Art + Architecture + Design I           | 1     |
| Practices: Art + Architecture + Design II          | 1     |
| **Total**                                           | **14**|

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**Major Area Requirements**

| Digital Design or Digital Studio                    |       |
| Sophomore Studios                                   |       |
| Junior and Senior Studios                           |       |
| Capstone                                            |       |
| **Total**                                           | **42**|

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**Art electives**

| Sam Fox Commons or Architecture, Art or Design      | 9     |

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**Courses in Architecture, Art, Design; Arts & Sciences; Business; or Engineering**

| **Total Credit Units Required**                    | 122   |

This curriculum includes 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.

* A maximum of 15 non-Washington University credits (including Advanced Placement, International Baccalaureate, and transfer credit) is permitted. No more than 9 credits may be applied to physical education, lessons, independent study and internships. No credits from University College will be accepted.

**Students in the Classes of 2022 and 2023:**

<table>
<thead>
<tr>
<th>Required</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>3</td>
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<tr>
<td>Introduction to Modern Art, Architecture &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>Additional art history or visual culture</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>

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**Art/Design Foundation**

| Drawing I                                           | 3     |
| 2D Design                                           | 3     |
| 3D Design                                           | 3     |
| Digital Studio                                      | 3     |
| Practices: Art + Architecture + Design I           | 1     |
| Practices: Art + Architecture + Design II          | 1     |
| **Total**                                           | **13**|

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**Major Area Requirements**

| Sophomore Studios                                   |       |
| Junior and Senior Studios                           |       |
| Capstone                                            |       |
| **Total**                                           | **39**|

**Sam Fox Commons or Architecture, Art or Design electives**

| Courses in Architecture, Art, Design; Arts & Sciences; Business; or Engineering* | 30    |

**Total Credit Units Required**

| **Total Credit Units Required**                    | 121   |

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130
This curriculum includes 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.

* A maximum of 15 non-Washington University credits (including Advanced Placement, International Baccalaureate, and transfer credit) is permitted. No more than 9 credits may be applied to physical education, lessons, independent study and internships. No credits from University College will be accepted.

**Bachelor of Arts Degree**

**Students in the Classes of 2020, 2021, 2022 and 2023:**

<table>
<thead>
<tr>
<th>Required</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>3</td>
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<tr>
<td>Humanities</td>
<td>3</td>
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<tr>
<td>Natural sciences or mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Social and behavioral sciences</td>
<td>3</td>
</tr>
<tr>
<td>Art history or visual culture</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

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**Art/Design Foundation**

Select two from Drawing, 2D Design, 3D Design, etc.

| Digital Studio                                    | 3     |
| **Total**                                          | **9** |

***

**Major Area Requirements**

Sophomore Studios

Junior and Senior Studios

Sam Fox Commons or Architecture, Art or Design electives

| Total                                              | **27** |

***

Courses in Architecture, Art, Design; Arts & Sciences; Business; or Engineering*

| **Total Credit Units Required**                   | **120** |

At least 14 credit hours (excluding courses taken pass/fail or audited) 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 or Bachelor of Arts degree cum laude, magna cum laude or summa cum laude.

**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; and
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 artwork. Portfolios should be submitted through Slideroom.

**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 Birdsell 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 Spiritas Kranzberg Illustrated Book Award
• The John J. and Marjory B. Lewin Photography Prize
• 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

Policies

To receive the Bachelor of Fine Arts or Bachelor of 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), and 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 preapproval. Only with preapproval, and upon receipt of an official transcript indicating a grade of C or better, will courses 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 grade-point average. 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. 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 the Academic Integrity Policy.

Sam Fox School of Design & Visual Arts Grievance Procedures

The dynamic and creative studio culture at the heart of the Sam Fox School strives to be safe and inclusive for all members of our community. Our faculty, staff, and students join together in their commitment to creating learning environments of mutuality and respect. When concerns or disagreements arise about conduct, grading, or other matters in the Colleges of Art and Architecture, policies exist for pursuing proper resolution.

Grade Dispute Policy

The Sam Fox School aims to provide each student with a fair assessment of their academic work and studio. Students have the right to dispute their overall course grade (not individual assignments) if they believe that grade does not accurately reflect the quality of their work. A grade dispute must be submitted to the faculty member who assigned the grade within 30 days of receipt of the grade. The Sam Fox School stresses that every effort to resolve such a dispute be made by the faculty and student involved. A student’s eligibility for advancement in sequential course work requires timely resolution of the grade dispute. If the student is a graduation candidate, the dispute process must comply with the Intent to Graduate submission deadlines set forth by the Office of the University Registrar or else the degree conferral will be delayed by one semester or until resolved.

In general, the dispute process will occur and be resolved as follows:

1. The student presents their question about the grade in writing to the faculty member and clearly states the reasons for questioning the grade.
2. The faculty member and the student review the grading procedures as stated in syllabus and discuss the determining factors of the student’s grade.
3. If the case is not resolved between the student and the faculty member, the student may put forth their complaint in writing with supporting evidence to the chair* of the academic program, with a copy given to the faculty member involved with the dispute. The student should provide all of the course syllabus and materials relevant to the assigned grade within two weeks of the complaint. If a conflict of interest exists between the student and the chair (e.g., the chair is teaching the course), the case will be referred to another chair in the Sam Fox School or to the director of the college.
4. The chair* of the academic program will review the materials. The chair will resolve the dispute by working with the faculty member and the student to arrive at a determination.

* In the case of the MFA program, the role of the chair is fulfilled by the director of the Graduate School of Art.
Integrity and Ethical Conduct

Washington University and Sam Fox School of Design and Visual Arts are committed to the highest ethical and professional standards of conduct and consider these to be integral to their mission of the promotion of learning. To maintain these standards, the university relies on each community member’s ethical behavior, honesty, integrity, and good judgment. Each community member should demonstrate respect for the rights of others, and each community member is accountable for their own actions. Washington University policies state that members of the university community can expect to be free from discrimination and harassment. Students, faculty, staff, and outside organizations working on campus are required to abide by specific policies prohibiting harassment, which are posted on the Compliance and Policies (https://wustl.edu/about/compliance-policies) page of the university’s website. Should a situation arise in which a member of our community believes they have cause to file a grievance, there are two categories of grievance to consider: academic and non-academic. Academic grievances can either be when a student challenges a course grade or when a fellow student or faculty member feels a matter of academic integrity is at issue. Student grievances filed to challenge a grade that the student feels has been given incorrectly must follow the procedures outlined in the Grade Dispute Policy above. Academic integrity grievances are made when a faculty member or fellow student feels a student has compromised the environment of honesty and ethics in the school. Academic integrity infractions follow the procedures laid out in the Sam Fox School and University policies (https://samfoxschool.wustl.edu/node/5766) and are managed in the Sam Fox School by the Academic Integrity Officer, Assistant Dean Cris Baldwin. Please refer to Washington University’s Academic Integrity Statement (https://studentconduct.wustl.edu/academic-integrity) for additional information.

Non-Academic Concerns

If a member of our academic community feels that the ethical and safe environment of the classroom has been compromised, for whatever reason, they may seek guidance through the school’s Faculty-Student Mediator, Professor Jeff Pike. Students may also consult Washington University’s Grievance Policy and Procedures for Allegations by Undergraduate Students Against Faculty (https://wustl.edu/about/compliance-policies/governance/grievance-policy-allegations-undergraduate-students-against-faculty). In addition, University Resources available for support include the following:

- Title IX (https://titleix.wustl.edu) (for issues related to discrimination, sexual harassment, and sexual violence)
- Mental health concerns (https://shs.wustl.edu/MentalHealth/Pages/default.aspx) (Habif Health and Wellness Center)
- Drug and alcohol concerns (https://shs.wustl.edu/HealthAndWellness/HealthTopics/Pages/Substance-Abuse.aspx) (Habif Health and Wellness Center)
- Immediate physical/mental health concerns (https://police.wustl.edu/Pages/Home.aspx) (Washington University Police Department)
- Center for Diversity & Inclusion (https://diversityinclusion.wustl.edu/brss) (for issues related to bias, prejudice, or discrimination)

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 a pass/fail basis are not figured into the GPA. A grade of C- or better must be received in major classes during the second, third and fourth years to count toward degree requirements. Students must maintain a minimum 2.0 cumulative GPA in order to graduate.

A grade point is a measure of quality assigned to units according to the following system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meaning</th>
<th>Points per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>P#</td>
<td>Pass (P/F option)</td>
<td></td>
</tr>
<tr>
<td>F#</td>
<td>Fail (P/F option)</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Course work incomplete</td>
<td></td>
</tr>
</tbody>
</table>
A student whose semester GPA is below 2.0 (a grade of C) or who falls below a "pace" of 66 2/3 percent (for the number of credits earned divided by the number of credits attempted) will be placed on academic probation. If, after the following semester, the semester GPA is still below 2.0 or if the pace is still below 66 2/3 percent, the student may be ineligible for normal advancement or may be suspended. Although 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.

### Leave of Absence

A student may request a leave of absence for one semester at a time for 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 Habif Health and Wellness Center (https://shs.wustl.edu) before the student will be permitted to re-enroll.

### Financial Obligations

Students are responsible for fulfilling their financial obligations to the university. If a student account becomes overdue, a late payment fee will be assessed and a hold will be placed on the account. Students with a poor payment history may be restricted from utilizing certain payment options or receiving tuition remission until course credit has been earned. Non-payment of tuition and other expenses due to the university will be cause for exclusion from class or refusal of graduation, further registration, or transfer credit. In addition, students are liable for any costs associated with the collection of their unpaid bills, including but not limited to collection agency costs, court costs, and legal fees. Past due amounts can also be reported to a credit bureau.

### Withdrawals and Refunds

A written request for a refund must be submitted to the Sam Fox School Registrar's Office for consideration. Approval is required to officially withdraw from the university. Tuition adjustments will be processed based on information received, and refund checks will be issued only after the fourth week of classes. Material fees for art courses will not be refunded after the course drop period for the semester. For any student whose medical condition makes attendance for the balance of the semester impossible or medically inadvisable, the university will make a pro rata refund of tuition as of the date of withdrawal when that date occurs prior to the twelfth week of classes, provided that the condition is verified by the Habif Health and Wellness Center or a private physician. The date of withdrawal may correspond to the date of

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<table>
<thead>
<tr>
<th>W</th>
<th>Withdrawal</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Repeat</td>
</tr>
<tr>
<td>L</td>
<td>Successful audit</td>
</tr>
<tr>
<td>Z</td>
<td>Unsuccessful audit</td>
</tr>
<tr>
<td>N</td>
<td>No grade submitted</td>
</tr>
<tr>
<td>X</td>
<td>Examination not taken</td>
</tr>
</tbody>
</table>

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 that is 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 the 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, which is then 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 or F20 department number must be taken for credit, unless otherwise noted. Any course taken to fulfill the Writing requirement 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 that enables them to finish their degree within the appropriate time limit. For degrees in the College of Art, this is usually eight semesters.
hospitalization or the date on which the medical condition was determined.

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within 1st or 2nd week of classes</td>
<td>100%</td>
</tr>
<tr>
<td>Within 3rd or 4th week of classes</td>
<td>80%</td>
</tr>
<tr>
<td>Within 5th or 6th week of classes</td>
<td>60%</td>
</tr>
<tr>
<td>Within 7th or 8th week of classes</td>
<td>50%</td>
</tr>
<tr>
<td>Within 9th or 10th week of classes</td>
<td>40%</td>
</tr>
<tr>
<td>After 10th week of classes</td>
<td>0%</td>
</tr>
</tbody>
</table>

**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. 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 International webpage (http://samfoxschool.wustl.edu/node/4133).

**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 are required to have a specified computer and software beginning in the first semester of study. Supplemental purchases (e.g., monitors, scanners, tablets) may be necessary as students advance and declare a major. Information is available on our Digital Technologies webpage (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**

Amy Hauft  
Director, College and Graduate School of Art  
Jane Reuter Hitzeman and Herbert F. Hitzeman Jr. Professor of Art  
MFA, School of the Art Institute of Chicago
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 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 the responsibility for the college's 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 with members who 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 and 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. 20) section of this Bulletin or the college's placement webpages (http://college.artsci.wustl.edu/policies/placement_credit)).

The degree requirements and policies in the 2019-20 Bulletin apply to students entering Washington University during the 2019-20 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 information about 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 sophomore year of high school that was not applied to high school graduation. 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 Pre-Matriculation Units (p. 23) section on the Admissions Procedures page of this *Bulletin*.

**First-Year Academic Programs**

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.

**Ampersand Programs**

Ampersand Programs (p. 204) are multisemester programs of linked seminars designed to bring students with similar intellectual interests into a close mentoring relationship with members of the faculty. Ampersand Programs provide a coherent, group-oriented learning experience, while still allowing time for other electives. Although Ampersand Programs are encouraged, they are not required.

**Standard Programs**

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 to be made throughout their college careers. The course schedule can be either widely exploratory or oriented toward a particular objective, such as pre-health studies. Students who are still exploring their options are strongly encouraged to consider enrolling in a First-Year Seminar or another first-year opportunity when selecting courses in consultation with their four-year academic advisers. First-Year Seminars are single-semester, small-group courses that enable entering students to work closely with peers and faculty around an exciting topic of inquiry; First-Year Opportunities are single-semester, 1- or 2-unit courses designed to highlight interesting research while complementing other elective course work.

**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 McKelvey School of Engineering. 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
Minor Fields of Study

Students who develop 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 in 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; in other words, 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.

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 during 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 that consists of the following: (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 these 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, languages and 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 (e.g., symphony orchestra, wind ensemble, 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 the successful completion of enrollment in individual and group performance. Exceptions to the minimums can be made for students majoring in departments that require 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 those internships. Registration in an internship for credit is conditional upon the satisfactory completion of the Internship Learning Agreement form provided by the College Office and the approval of this completed form by the College Office, the faculty sponsor and the internship sponsor.

Credit awarded for an internship corresponds 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 the student beginning work at the internship site; therefore, credit cannot be awarded retroactively.

Internship courses are 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. 911).)

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. 1079) program or the Army ROTC Military Science (p. 1079) program. Scholarship information for both programs can be found in the Scholarship Funds (p. 32) section of this Bulletin. For information about counting ROTC course work toward the degree, refer to the Academic Regulations (p. 911) page 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 such a "dual-degree" program must earn 150 units, 90 of which must be in the College of Arts & Sciences; they must also 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 during their undergraduate careers.

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 about second majors in business, visit the Olin Business School website (http://ol.in.wustl.edu); for further information about second majors in engineering, visit the McKelvey School of Engineering 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 who graduated during 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 (https://graduateschool.wustl.edu/accelerated-abam-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 McKelvey School of Engineering 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 toward 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 the following:

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.

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 do the following: (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 for 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 those enrolled in 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 during their fourth year before they have been awarded a Washington University bachelor's degree or completed 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 about the Olin Business School 3+2 Program is available on the Olin website.)

**McKelvey School of Engineering**

The combined AB/Master's Program is designed to enable students in the College of Arts & Sciences to pursue a coordinated five-year program of study leading to an AB degree in the College of Arts & Sciences and a master's degree in the McKelvey School of Engineering.

**Social Work**

The Social Work 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 their 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**

The Public Health 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 their 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. 40) 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 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 areas 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 the application of principles or theories to new situations, and that require the 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 students 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 students plan a course of study and prepare a strategy for applying for admission to law school. For more information, visit the pre-law website (https://artsci.wustl.edu/resources/prelaw-advising).

**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 they must possess the character, responsibility and level of commitment suitable for a career in medicine. Although 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. In addition, 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 their sophomore year. Research opportunities are available on the Danforth Campus and at the School of Medicine, and they are open to both science and nonscience majors. Health-related volunteer opportunities are also widely available.

Students who enter 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 on the pre-health website (https://prehealth.wustl.edu).

Other Health Professions

Students interested in pursuing other careers in the health professions — including dentistry, nursing, occupational therapy, physical therapy, optometry and veterinary medicine — are invited to visit with a specialist adviser from the pre-health advising team. Interested students will find additional information on the pre-health advising (https://prehealth.wustl.edu/people) website.

Fields of Study

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Ampersand Programs (p. 204)
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J
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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 options in other African countries, can further enrich the student experience.

Courses in the program are numbered to assist students with progressing from introductory courses (100 and 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. These competitions include the following:

- 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 written by an undergraduate student;
- 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 written by a graduate student; and
- The prize for the best Student Essay in a Foreign Language, which honors the best essay on any subject related to the culture and life of Africans or African-descended people anywhere in the diaspora written by a student in a language other than English.
Faculty

Chair
Gerald Early
Merle Kling Professor of Modern Letters
PhD, Cornell University
(English)

Endowed Professors
Jean Allman
J.H. Hexter Professor in the Humanities
PhD, Northwestern University
(History)

John Baugh
Margaret Bush Wilson Professor in Arts & Sciences
PhD, University of Pennsylvania
(Linguistics)

Professors
Tim Parsons
PhD, Johns Hopkins University
(History)

Geoff Ward
PhD, University of Michigan
(Sociology)

Carol Camp Yeakey
PhD, Northwestern University
(Education)

Rafia Zafar
PhD, Harvard University
(English)

Associate Professors
J. Dillon Brown
PhD, University of Pennsylvania
(English)

Garrett Duncan
PhD, The Claremont Graduate School
(Education)

William J. Maxwell
PhD, Duke University
(English)

Jeffrey Q. McCune Jr.
PhD, Northwestern University
(African-American Studies and Gender Studies)

Shanti Parikh
PhD, Yale University
(Anthropology)

Sowande’ Mustakeem
PhD, Michigan State University
(History)

Assistant Professors
Jonathan Fenderson
PhD, University of Massachusetts
(African-American Studies)

Samuel Shearer
PhD, Duke University
(Anthropology)

Teaching Professor
Mungai Mutonya
PhD, Michigan State University
(Linguistics)

Artist-in-Residence
Ron Himes
Henry Hampton Jr. Distinguished Artist-in-Residence
BA, Washington University

Senior Lecturers
Rudolph Clay
MLS, University of Michigan
(Library Science)

Wilmetta Toliver-Diallo
PhD, Stanford University
(History)

Lecturer
El Hadji Samba Amadou Diallo
PhD, School of Advanced Studies in Social Sciences - Paris
(History & Anthropology)
Majors

The Major in African and African-American Studies

Total units required: 31 units

Required courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>AFAS 1002</td>
<td>Foundations in African and African-American Studies</td>
<td>1</td>
</tr>
<tr>
<td>AFAS 255</td>
<td>Introduction to Africana Studies</td>
<td>3</td>
</tr>
<tr>
<td>AFAS 401</td>
<td>Senior Seminar</td>
<td>3</td>
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Elective courses: 24 units at the 300 level or above, at least 6 units of which must be at the 400 level

These elective units must include at least one course from each of four focus areas around which the major is organized: Creativity, Aesthetics, and the Imagination; Social and Historical Configurations (Social and Structural Analysis); Black Gender and Sexuality Studies; and Global Africa and Diaspora Currents. In addition, students should take at least three courses in one of the focus areas.

Students will also take one semester of a foreign language. Wolof and Swahili are strongly encouraged, but other languages will be considered if taken in consultation with the director of undergraduate studies.

Additional Information

Co-Curricular Opportunities for Majors: The program regularly sponsors lectures and events such as plays, film festivals, exhibits, field trips, panels and speakers that 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 designed to foster a vibrant social and intellectual community within the program and to give our students a sense of identity and of what it means to be part of the African and African-American Studies community. We encourage our majors to participate in these activities to complement the classroom experiences.

Senior Honors: If a student maintains an overall grade-point average of at least 3.65 and a major GPA 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: 19

Required courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAS 1002</td>
<td>Foundations in African and African-American Studies</td>
<td>1</td>
</tr>
<tr>
<td>AFAS 255</td>
<td>Introduction to Africana Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective courses: 15 units at the 300 level or above, chosen in consultation with the adviser

Additional Information

Co-Curricular Opportunities for Minors: The program regularly sponsors lectures and events such as plays, film festivals, exhibits, field trips, panels and speakers that 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 designed to foster a vibrant social and intellectual community within the program and to give our students a sense of identity and of what it means to be part of the African and African-American Studies community. We encourage our minors to participate in these activities to complement the classroom experiences.

Courses


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 IQ: HUM Arch: HUM Art: HUM EN: H

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://gephardt.institute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD BU: HUM EN: H UColl: LA

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 IQ: LCD BU: HUM EN: H

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://gephardt.institute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

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 IQ: HUM BU: HUM

L90 AFAS 111 First-Year 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: FYS A&S IQ: HUM, LCD Art: HUM BU: BA EN: H

L90 AFAS 1181 First-Year Seminar: Beats & 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 write large (lyrics, fashion, dance and lifestyle) influences many on a global level, this class will explore 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: LCD BU: HUM Art: HUM BU: BA EN: H

L90 AFAS 1201 First-Year 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: FYS A&S IQ: HUM, SD BU: BA EN: H

L90 AFAS 136 First-Year 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 persist. This course will introduce students to using fashion as a lens to 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: FYS A&S IQ: HUM, SD Arch: HUM BU: BA EN: H

L90 AFAS 160 Black is Beautiful: Race and Representation in American Fashion
This course will introduce students to using fashion as a lens to unpack race and representation in popular culture. Each week's theme - Fashioning the Black Body, Slavery and Clothing, Clothing and Black Freedom Struggles, Fashion and Jazz and Hip Hop, Black Grooming and Beauty for the Masses and more
- intersects with discourses surrounding gender and sexuality, performance, sociology, musicology and more challenging students to rethink how we see and discuss the black body in the mainstream. What does it mean for race to be used a trend in American fashion? How did African Americans use clothing and grooming to proclaim in their communities and in the mainstream that they were beautiful? How was clothing used during American slavery to denote racial and class lines? How did African Americans use clothing in freedom struggles from the Civil Rights Movement to Black Lives Matter as a mode of communication? What role did hip hop play in shaping both the American fashion industry and mainstream perceptions of black life? How have mainstream fashion publications, clothing brands and more perpetuated and appropriated stereotypes of black life? How did black fashion publications introduce new images of black femininity into the mainstream? Using primary sources and texts on fashion theory, representation and African-American history, this course explores these inquiries into how fashion shapes race and how African Americans have used fashion as a site for reclamation in an effort to subvert tropes and establish agency.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: CPSC, HUM EN: H

L90 AFAS 162 First-Year 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 class participation.

Credit 3 units. A&S IQ: FYS, A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

L90 AFAS 178 First-Year Seminar: 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 will study social structures, including churches, NGOs, and developmental agencies, and we will 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. Course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: LCD Arch: HUM Art: HUM BU: IS EN: H

L90 AFAS 188 First-Year 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: FYS A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, ETH EN: H

L90 AFAS 195C Introduction to African-American Images in Film: A First-Year 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.


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.


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://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course. Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L90 AFAS 2040D 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 203 D(Q). CET (https://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course. Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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 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. Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

L90 AFAS 215C Topics in African American Studies: Black Home Spaces in the United States
What does it mean to be at home? How do home and nation intersect? What are some of the ways African Americans have cultivated home spaces, and within what societal conditions? Using these questions and drawing from literature, geography, black feminism, and film, we will explore home space as a force and factor in shaping black identities in the United States. As microcosms of cities and the nation, home spaces are structured by the social, economic, political, and historical landscape of a society. As places of individual and communal living and dwelling, home spaces shape and are shaped by people. To study home is necessarily to study nation, family and affective ties, gender, and built space. In the United States, slavery, Jim Crow, redlining, restrictive covenants, and gentrification have targeted and disproportionately affected black lives, communities, and home spaces. In the face of this dehumanization, devaluation, and discrimination, black people have found ways to claim, make, and obtain spaces and senses of home, whether fleeting or permanent, conceptual or concrete. Modes of homemaking serve as a lens through which to ascertain the challenges, triumphs, and banalities of black life in the United States throughout history Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

L90 AFAS 220 Topics in AMCS: Whose St. Louis? Religion, Race, and Power in the Gateway City
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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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, was as 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 IQ: HUM BU: IS EN: H
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, 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.
Credit 3 units. A&S: FYS & A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

L90 AFAS 2255 First-Year Seminar: The Caribbean and the World
For many, the Caribbean evokes images of an exotic place with beautiful beaches, friendly and happy "natives," and unbridled hedonism. However, the Caribbean is much more than a distant vacation destination for "first-world" consumption, and it has long been closely intertwined with major world events. 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.
Same as L22 History 2255
Credit 3 units. A&S: FYS & A&S IQ: HUM, LCD BU: IS EN: H

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 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 Rel/Pol 230
Credit 3 units. A&S IQ: HUM, SC, SD BU: BA EN: H

L90 AFAS 237 Don't Believe the Hype: Race, Media, and Social Movements in America
"Don't Believe the Hype" will provide students with the tools to critique popular media and its association to social movements in America. This course will explore and analyze how media, broadly defined, including (but not limited to) music, art, film, literature, television and social media, has influenced social movements in very profound ways over the last century. The course will centralize the African-American experience and the Black Freedom Movement in particular and will teach students how to contextualize media and critically assess its impact, and examine the various ways media has played pivotal roles in social movement. Using these skills we will answer the following questions: What is the audience for a particular form of media? When does a social movement become part of popular culture? What is the purpose of media in these situations? How effective has media been for organizing? An integral part to this course will be the use of the Henry Hampton Archive in the Washington University Film & Media Archive. The archive is a repository of primary materials that will be utilized throughout the semester. By using the Hampton Collection students will also learn to analyze and interpret primary documents while also having a more nuanced understanding of history and how media is constructed and informs the way we process socio-political currents that evolve into social movements. Attendance mandatory during first two weeks.
Same as L98 AMCS 237
Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: CPSC, HUM BU: BA, HUM EN: H

L90 AFAS 251 Juvenile Justice in the Black Experience
This course examines the sociolegal past, present, and future of American juvenile justice, with a focus on the black American experience. The course is organized into three parts. Part I surveys the late-19th- and early-20th-century development of the "parental state," including its institutional centerpiece (the juvenile court), its principle legal subjects ("dependents" and "delinquents"), and how these took shape alongside the contemporaneous rise of American Apartheid. Part II examines several key changes and challenges in contemporary juvenile justice, including the transformation of this institution in the wake of the Civil Rights Movement and the endurance of racialized juvenile social control during the post-Civil Rights period. Part III considers the possible futures of youth justice in the United States and beyond as well as practical strategies for achieving equal protection within and beyond the law.
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA, EN: S

L90 AFAS 255 Introduction to Africana Studies
This 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 IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: IS EN: H

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. 

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. A&S: FYS Arch: HT Art: AH

L90 AFAS 2991 Undergraduate TA
Credit 3 units.

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA: EN: H

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA: EN: H

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, SC, BU: BA: EN: H

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. Art: HUM

L90 AFAS 3030 Coming of Age: Coming to Consciousness in Black American Literature and Film
In this course, we will study the phenomenon of growing up while black. To ground this semester-long study, we will explore such questions as the following: To what extent is childhood and adolescence shaped by race? How has the movement from childhood to adulthood been similar and different for black Americans across moments in history? What are the rites of passage in coming of age, and how do the particularities of race, gender, sexuality, and region, among other factors, impact these touchstones of life? Utilizing literature and film as primary texts, we will analyze how the format and methods of our texts construct or disrupt ideas of childhood, adulthood, maturity, consciousness, failure, and success.
Credit 3 units. A&S IQ: HUM, SC BU: BA

L90 AFAS 3031 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 melodies 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 IQ: HUM, LCD BU: IS EN: H

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, SC, SD BU: BA EN: S

L90 AFAS 305C Topics on Africa: African Urban Futures
Nearly 50 percent of Africa's population now lives in urban areas. By 2050 this number is expected to triple to 1.23 billion or what will then be 60 percent of the continent's total population. This urban growth is happening alongside rapid economic expansion, technological innovations, and — in some cities — political insurrection. Many of these developments are taking place in peripheral urban areas that lack formal planning, basic infrastructure, and security. Yet, as many theorists point out, the very lack of cohesive planning and stable infrastructure in urban Africa has produced flexible spaces where novel forms of dwelling, work, and leisure are possible. Many residents, often by necessity, rearrange their built environments to make the city function beyond the limits of its original design. In the process, urban dwellers produce new built spaces, aesthetics, and economic practices, calling into question assumptions about what a city is and how it works. What are the implications of Africa’s urban revolution for both the people who inhabit these cities and the world at large? How will Africa’s urban future shape what some theorists are calling "the African century"? What can contemporary cities across the continent tell us about the future of urban life everywhere? In this seminar, we will explore these questions by surveying a variety of case studies and topics from across the African continent. The purpose in focusing on Africa in general is not to homogenize an incredibly diverse continent, but to make connections across a variety of different contexts in order to explore conceptual debates and assemble a theoretical tool-kit that is useful for grappling with themes that are simultaneously abstract and concrete.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS EN: S

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. BU: BA EN: S

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 IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S UColl: CD

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 IQ: LCD, SSC Arch: SSC Art: SSC BU: HUM, IS

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
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 IQ: HUM, LCD BU: HUM EN: H

L90 AFAS 3110 “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 IQ: HUM, SD Arch: HUM Art: HUM EN: H

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: credit to two years training in modern, jazz or ballet.
Credit 2 units. A&S IQ: HUM, SD, Art: CPSC, HUM BU: HUM EN: H

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 IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: IS EN: S

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 Art: CPSC EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: EN: S

L90 AFAS 3190 Engaging the City: The Material World of Modern Segregation: St. Louis in the Long Era of Ferguson

See course listings for current offering.

Same as L98 AMCS 3190

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

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H UColl: HAF, HSM

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 Cooper and Patricia C. McKissack, Julius Lester, Rosa Guy, Sharon Bell Mathis, bell hooks, and others.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L90 AFAS 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 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 IQ: HUM Arch: HUM Art: HUM EN: H

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 IQ: SSC Art: SSC BU: IS

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. Art: SSC BU: BA

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 IQ: SSC, SD Arch: SSC Art: SSC EN: S

L90 AFAS 3301 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; consult course listings for description of current semester's offering.

Same as L98 AMCS 330C
Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: CPSC, HUM BU: BA EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 coalesced 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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L90 AFAS 3420 Masculinity and 20th-Century African-American Literature
This seminar considers how literature, from the Great Migration through the contemporary moment, represents and complicates myths of blackness as repository of masculine virility and patriarchal incapacity. Through close readings of canonical African American Literature by the likes of Richard Wright, James Baldwin, Amiri Baraka, and John Edgar Wideman, this course will critically (re)define the keywords blackness and masculinity and consider the terms and implications of their interrelatedness. Students will work from the foundational claim that masculinity is never an established fact but rather socially constructed upon a fickle node of ceaseless anxiety and brash assertion, and literature will serve as a critical site for pursuing the following inquiries: How does blackness impact broader meanings of American masculinity? How does blackness both threaten and fortify masculinity? How does centering the relationship between blackness and masculinity assist with the thinking through of themes of gender, race, and sexuality more broadly?

Credit 3 units. A&S IQ: SSC, SC BU: SC

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 IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

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, Makinde, 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 IQ: HUM Arch: HUM Art: HUM EN: H

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 IQ: HUM, SC, SD Art: HUM BU: BA, IS EN: H

L90 AFAS 3452 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 IQ: HUM, SC, SD Art: HUM BU: BA EN: H

L90 AFAS 352 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. BU: BA, HUM

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. A&S IQ: SC, SD Art: HUM BU: BA

L90 AFAS 335SM 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 335SM
Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA, HUM EN: S

L90 AFAS 3600 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 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 IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

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 IQ: HUM Art: HUM BU: IS EN: H

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 postures, 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 IQ: HUM, SC, SD BU: BA EN: H

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L90 AFAS 364 Bad and Boujee: Blackness, Deviance, and Homemaking in the U.S.
This course will examine the social construction of deviance as it relates to blackness in the U.S. context, with specific emphasis on the impact it has had on how black people make, claim, and belong to home. Here, we are referring to home not only in terms of the built environment (house) but also in terms of legal citizenship and cultural inclusion. There has been, and continues to be, a long history of racial minorities searching for and being denied home in geopolitical spaces that often articulate them as outside of home — as, in fact, homeless — literally and figuratively. This is evidenced by the constant displacement of black people through processes of gentrification; the overrepresentation of black people in carceral institutions; the racialized nature of the housing mortgage crisis; the alarming numbers of little black girls across the country who have gone missing without much public outcry or media coverage; and in the murdering of black trans women. And yet, racial minorities
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 IQ: SSC, SC, SD Arch: SSP Art: SSC EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM IS EN: H

L90 AFAS 3670 The Civil Rights Movement
The Civil Rights Movement is known as a southern movement, led by church leaders and college students. 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 IQ: HUM, SC, SD BU: BA, HUM EN: H

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 IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA, HUM EN: H

L90 AFAS 368 Emerging Africa: Language, Identity, and Social Change
Beginning with a review of key issues that shape Africa's linguistic history, the course explores linguistic situations in several African countries, including examining the role language plays in constructing identities, maintaining social cohesion, and empowering marginalized communities. An integral part of the course will be a critical look at the growth and influence of urban slang and pidgins in Kenya, South Africa, Senegal, Zambia, DR Congo, and Cameroon.
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: HUM EN: S

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

and black people in particular have simultaneously insisted on building and claiming home in the U.S., despite attempts to keep them out. This course will help frame these historical tensions and the subsequent processes contributing to these tensions as they relate to gender, sexuality, class and the nation. Particularly, we will be engaging popular representation and media, the law, and social and public policy to better understand who gets understood as deviant or normal, why, and what (im)material implications such cultural designations have on people's lives. In doing so, we will also examine how black people in the U.S. have mobilized the discourse of deviance as well as acts of deviance themselves, as modes of resistance, to both respond to and sometimes perpetuate systems of oppression organized around the banner of normativity. As such, student will develop a richer understanding of how the bad (re: deviant) and boujee (re: bourgeoisie) life, while seemingly at odds, are generative sites of social, political, and economic possibility. Key topics we will cover: black feminist thought and queer of color critique; blackness, respectability and the rise of capitalisms; biopower, surveillance, and carcerality; and urban renewal and scenes/modes of resistance.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: SSP Art: SSC EN: S
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 globalizations.

Credit 3 units. A&S: HUM, LCD: Arch: HUM Art: HUM BU: IS

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 38A

Credit 3 units. A&S: HUM, LCD, WI BU: BA EN: H

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: HUM, LCD: Arch: HUM Art: HUM BU: IS

L90 AFAS 3838 African-American Poetry from 1950 to the 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. Arch: HUM Art: HUM BU: HUM

L90 AFAS 386A Topics in African-American Literature: Rebels, Sheroes, and Race Men
Credit 3 units. A&S: HUM, LCD, SC, SD: Arch: HUM Art: HUM BU: HUM EN: H

L90 AFAS 387C African-American Literature: Early Writers to the Harlem Renaissance
Same as L14 E Lit 387
Credit 3 units. A&S: HUM, SD: Arch: HUM Art: HUM BU: BA EN: H

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: HUM, SC, SD: Arch: HUM Art: HUM BU: BA EN: H

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. Arch: HUM Art: HUM EN: H

L90 AFAS 397 W.E.B. Du Bois and the Origins of Modern Black Studies
In particular, we will use the biographies about and the autobiographies by Du Bois to trace and learn about his life and the times in which he lived. Next, we will read most or all of The Philadelphia Negro (1899), Black Reconstruction in America (1935), The Souls of Black Folk (1903), John Brown (1909), and Black Princess (1928), each an example, respectively, of his sociology, history, essays, biography, and literature. Next, we will reassess his legacy within and without scholarship, especially focusing on his impact on sociology, history, political science, and anthropology. Lastly, we will take a closer look at several of his most influential views and concepts, including the talented tenth, double consciousness, the veil, and the psychological wages of race. In this, we will also consider his disagreement
and rivalry with Booker T. Washington (and others) as well as his views on and relationship to race, gender, sexuality and art. The overall goal of the course is to provide a comprehensive introduction to the life, thought, and legacy of W.E.B. Du Bois. Through class activities and course assignments, students should also improve their critical analysis, reading, and writing skills. While a previous course in African and African-American Studies, History, or Sociology may be helpful, there are no prerequisites to the course.

Credit 3 units. A&S IQ: SSC, SC, SD, WI Arch: SSC Art: SSC
BU: HUM EN: S

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.

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 INTER D 4002
Credit 3 units.

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 INTER D 4002
Credit 1 unit.

What is research? How does one go about conducting research? How have scholars conducted research on the experiences of people of Africa and the African Diaspora? As a field/discipline that has been interdisciplinary from its inception, African and African-American Studies has always utilized a variety of research methods to study and understand the experiences of people of Africa and the African Diaspora. This course is designed to introduce students to the various methods of conducting research in the field/discipline. It also explores the ways that power, race, and ethnicity have shaped the construction of knowledge as it relates to African descendants. Organized specifically for AFAS majors, the course is designed to provide students with the basic tools to conduct independent research, while reflecting on African and African-American Studies as a unique area of inquiry. Students enrolled in this course are required to have already completed AFAS 255 (Introduction to Africana Studies) as a prerequisite.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM
BU: HUM EN: H

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 IQ: HUM EN: H

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 IQ: HUM, LCD, LS Arch: HUM Art: HUM
BU: HUM EN: H

L90 AFAS 4031 Advanced Readings in Swahili Literature
Course designed with instructor. Permission of instructor required.
Credit 3 units. A&S IQ: LCD, LS Arch: HUM

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 I12 Educ 4033
Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC EN: S

L90 AFAS 403 Advanced Readings in Swahili Literature
Course designed with instructor. Permission of instructor required.
Credit 3 units. A&S IQ: LCD, LS Arch: HUM

L90 AFAS 4031 Advanced Readings in Swahili Literature
Course designed with instructor. Permission of instructor required.
Credit 3 units. A&S IQ: LCD, LS Arch: HUM

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 INTER D 4002
Credit 1 unit.
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 IQ: LCD, LS EN: H

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 IQ: LCD, LS EN: H

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 IQ: LCD, LS EN: H

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 IQ: SSC, SD Arch: SSC Art: CPSC, SSC EN: S

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 IQ: SSC, SC, SD, WI Arch: SSC Art: SSC EN: S

L90 AFAS 4102 Rastafari, Reggae, and Resistance
Credit 3 units. A&S IQ: HUM: H

L90 AFAS 4121 Rainbow Radicalisms!: Ethnic Nationalism(s), the 1960s and the Politics of the New Left
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L90 AFAS 417 Topics in African History: Middle Passages: African Americans and South Africa
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM BU: BA

L90 AFAS 4213 Sufism and Islamic Brotherhoods in Africa
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA

L90 AFAS 4217 Indian Movement
Credit 3 units. A&S IQ: HUM: H
examines how African Suli 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 IQ: HUM, LCD EN: H

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 IQ: HUM, SC, SD EN: H

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 IQ: SSC, SD Art: SSC EN: S

L90 AFAS 429 Topics in African-American Literature: Harlem Renaissance
Taking the intersections of identities very seriously, this course

Same as L14 E Lit 424
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L90 AFAS 443 Islam, Transnationalism and the African Diaspora
This course is designed for students who are interested in relaying 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 IQ: HUM, LCD EN: H

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.

The 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, questionble 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, SC, SD EN: S

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 IQ: HUM Art: HUM EN: H

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.

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 intersecting 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 IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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 IQ: SSC, WI Art: SSC EN: S

L90 AFAS 4601 Topics in African American Studies: Historical Racial Violence: Legacies & Reckonings
There is growing awareness of the legacies of historical racial violence in the United States and a related increase in reckoning efforts. Area histories of enslavement, lynching, and other racial terror and dispossession relate to inequality, conflict, and violence in the same places today. These "haunting legacies" include heart disease and other health disparities, homicide rates, white supremacist mobilization, and corporal punishment in schools. Meanwhile, many communities and institutions are moving to acknowledge and address legacies of historical racial violence in various ways. This course combines seminar-style readings and writing on legacies of racial violence with a practicum component, where individual students or groups of students will conceptualize and develop interventions intended to clarify and disrupt legacies of racial violence, facilitating contemporary reckoning. The practicum will explore and support a broad range of interventive efforts, including public policy measures, original research projects, archival development, commemorative efforts, and a related array of mediums, including visual art, design, film, digital projects, and other creative approaches.
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: SSC BA: EN: S

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 IQ: HUM, SD, WI Art: HUM EN: H

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S UColl: ACS, SSC

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 framed 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, SC, SD EN: H

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

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 4930
Credit 3 units. A&S IQ: HUM, SD EN: H

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 IQ: HUM, LCD Arch: HUM EN: H

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 Unites 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 IQ: HUM, SD Arch: HUM Art: HUM EN: H

L90 AFAS 4991 Independent Work for Senior Honors: Research
Prerequisite: permission of director and appropriate grade point average. Application forms available in program office.
Credit 3 units.

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.

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.” However, 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 with a wide variety of primary sources.
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.

Requirements:

- **Introductory Course** (3 credits) as designated by American Culture Studies, which recently have included AMCS 220 Topics in American Culture Studies: "What's Opera Doc?" Music, Taste, and American Identity, AMCS 206 "Reading" Culture: How to Read Images: Visual Culture and Visual Literacy, and AMCS 202 The Immigrant Experience. Visit our Course Listings (http://amcs.wustl.edu/listing.php) webpage for additional offerings by semester.

- **AMCS 375A American Culture: Methods & Visions: Hot Takes: Cultural Criticism in the Digital Age (3 credits)**

- **Fieldwork Experience** (3 credits): Enrollment in an approved fieldwork course such as AMCS 479: On Location: Exploring America (https://amcs.wustl.edu/on-location) 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): This is a multidisciplinary project that serves as the culmination of the program's course work and past fieldwork study. Proposed during the spring of the junior year, this 3-credit project is granted academic credit in the fall through AMCS 400A AMCS Capstone Workshop I. Students pursuing the Senior Honors Thesis will earn an additional 3 credits in the spring through AMCS 400B AMCS Capstone Workshop II. In some cases, the capstone project may be fulfilled within the context of an approved upper-level seminar course. For more information about the capstone project and proposal process, including important dates, please visit our AMCS website (https://amcs.wustl.edu/capstone).

- **Two 1-credit workshops. AMCS 490A AMCS Portfolio Workshop: Academic Citizenship and L98 AMCS 490B: AMCS Senior Workshop: Connections and Explorations, taken in the senior fall and spring, respectively.**

- **At least two multidisciplinary courses**, taken as part of the above major requirements and designated by AMCS.

Faculty

The American Culture Studies program is enriched by its diverse community of faculty, lecturers, students and staff. Please visit our AMCS Directory page (https://amcs.wustl.edu/people/88) 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:** 32 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 (http://amcs.wustl.edu/listing.php) webpage 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 (https://amcs.wustl.edu/undergraduate) webpage.

Contact: Karen Skinner, Academic Coordinator
Phone: 314-935-6991
Email: k.skinner@wustl.edu
Website: http://amcs.wustl.edu

Website: [http://amcs.wustl.edu](http://amcs.wustl.edu)
Students are encouraged to take multidisciplinary courses that connect to the subjects or issues in their concentration area. AMCS 375A and the course taken to fulfill the fieldwork requirement may not also count toward the multidisciplinary 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 of which must be in a single discipline and two 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**

The following list reflects 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 and 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 adviser 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 (https://amcs.wustl.edu/amcs-undergraduate-faq) on our undergraduate page or review the AMCS approved programs on the Study Abroad (https://overseas.wustl.edu/study-abroad) webpage, searching for “American Culture Studies” as the approved department under the “Selecting a Program” option (in the left navigation bar under the category “Plan”).

**Special Opportunity:** Lynne Cooper Harvey Undergraduate Scholars: The Harvey Undergraduate Scholars are vital members of the American Culture Studies community, serving as intellectual leaders and modeling innovative multidisciplinary research. They are asked to share their knowledge with the community in a variety of ways during their time as scholars, including through involvement in a project or initiative that brings them into collaboration with others in the AMCS community. These projects should contribute substantially to the scholars' learning and allow them to actively engage with and bolster all members of the AMCS community. Please visit the Harvey Undergraduate Scholars page (https://amcs.wustl.edu/lynne-cooper-harvey-undergraduate-scholars) for more information.

**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 about the honors thesis and capstone project process, including important dates and criteria, please visit our Senior Honors Thesis page (https://amcs.wustl.edu/major-requirements/#sec).
course. Visit our Course Listings (http://amcs.wustl.edu/listing.php) webpage for a complete list of general and multidisciplinary 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).

**Additional Information**

**Established Concentration Areas**

The following list reflects 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 and Landscape
- Social Thought and Social Problems
- Visual, Material and Digital Cultures in the United States
- War and Peace

Visit our undergraduate AMCS webpage (https://amcs.wustl.edu/undergraduate) for more information about the minor requirements and concentration areas as well as other resources and announcements for AMCS students.

**Courses**


**L98 AMCS 101 Lewis and Clark and the American Challenge**

This central multidisciplinary course in the American Culture Studies program is taught by faculty members from the humanities and social sciences, with guest lecturers from the natural sciences. Its focus is the 1804 to 1806 "Voyage of Discovery" led by Meriwether Lewis and William Clark, which will serve as a basis for examining American cultures, past and present. This expedition of more than 7,000 miles dramatically altered the nation's identity by expanding its perception of America's enormous human and physical diversity and forcing Americans to confront the issue of how much difference the United States could contain. By starting with selections from the expedition's journals, the course will introduce the varied and often contradictory ways (both then and now) that different disciplines examine a problem, through the lenses of history, literature, art, anthropology, economics, political science, and biology as well as through race and gender perspectives.

In this way, the course seeks to investigate how peoples of different perspectives and cultures interact: how they explore the unknown and try to explain it; how they gather and develop "knowledge"; and how they accept or reject information. To draw together these varied strands of inquiry and to expose students to the research process, the lectures will be complemented by weekly small group discussions, with field trips to sites along the expeditionary route, including those of the upper Missouri River in North Dakota. Students will choose specific questions they wish to investigate and, organized into research groups of four or five, will create websites to discuss their findings. In addition to this core seminar, students will enroll in a special section of English composition.

Credit 3 units. A&S: FYS BU: HUM

**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 unintentioned 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.

Same as L18 URST 101

Credit 3 units. A&S: FYS A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

**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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S UCoil: PSA
L98 AMCS 102 First-Year Seminar: Visualizing and Documenting Race, Class and Gender
How do you know someone is a woman or a man, upper or lower class, Hispanic or white? What signals these identities and what do we associate with them? In this course we will use photography and narrative accounts to explore intersections of race, class, and gender. Our investigation will cover three broad topics: systems of power, structures of institutions, and performances or displays of identities. You will be challenged to use your “sociological imagination” and connect personal problems to public issues, moving beyond commonly held views and using our own lives to advance knowledge. Through photography and weekly reflection pieces you will learn how to situate your writings within the academic literature developing skills in articulating arguments, analyzing theory, conducting visual methods, and directing a critical eye upon even the most taken for granted social positions: our own, as we discover our place within the Washington University community.
Credit 3 units. A&S IQ: SSC, SD EN: S

L98 AMCS 103 Seeking Freedom: Using the Courtroom to Escape Slavery in Antebellum St. Louis
The struggle against slavery took many forms in America before the Civil War ended it by military victory and constitutional amendment. Anti-slavery political leaders tried to undermine it in Congress; newspapers assailed it in print as immoral, hoping to arouse popular indignation; enslaved persons ran away or rose in armed rebellion. However, the struggle also took place in the courtroom, where enslaved Americans sought to gain their freedom through the mechanisms of the law. Although slavery was “legal” in Missouri, nearly 300 people of color sued on various grounds to demand the status of freedom. Using the tools of the law, they and their attorneys brought suit in the Circuit Court, whose original manuscript records will be the basis of this inquiry into the lives and struggles of those who sought freedom in St. Louis. On what grounds could someone claim freedom? How could a person of color with no money hope to win a personal victory against an entrenched and powerful system defended by determined slaveholders? Why did a pro-slavery state provide legal remedies for an institution it desperately wanted to preserve against an onslaught of opposition? Before these questions ended abruptly with the Civil War, they were asked and answered hundreds of times. Limited to 20 students, this first-year course is a multidisciplinary seminar that emphasizes discussion and research. To examine the broader questions raised in such an inquiry, it will approach the subject from the various disciplines of the liberal arts. How did literature portray this struggle and the human dilemmas it posed? How did religion guide people to attack — and defend — slavery? Did economic considerations lead people to support or abandon slavery? How did the political system accommodate the rivalry over slavery? What moral or philosophical factors dictated the way people argued their cases in court? And, finally, how did these questions figure in the legal arguments revealed by these records?
Credit 3 units. A&S: FYS BU: ETH

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM BU: HUM

L98 AMCS 110A Ampersand: Examining America: American Dreams: Art, Culture, Performance and Politics
Rooted in the Jeffersonian ideals of “life, liberty and the pursuit of happiness,” the notion of the “American Dream” actually has a complicated history, and its meanings are diverse and contested. This Ampersand course investigates how perceptions, representations, and meanings of the American Dream have changed throughout history and how they live on in the contemporary United States. Rather than seeking definitive definitions or answers, we carefully and thoughtfully examine case studies of American culture and the arts — literature, theatre, film, and painting — as the lens for understanding images of nation and identity. Utilizing an intimate seminar format to facilitate the close reading and discussion of works in various media, this Ampersand course emphasizes both critical thinking and writing, and it also requires students to execute a creative project of their own making as well. Students in this course visit a variety of exciting performances and exhibits, both on and off campus. Our primary goal is to present a compelling, interdisciplinary perspective on the American Dream that synthesizes the arts, performance, and politics. This course is intended for first-year students; any seats remaining after first-year students enroll are open to other classes.
Same as L61 FYP 1100
Credit 3 units. A&S: AMP BU: HUM

L98 AMCS 111 First-Year 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: FYS A&S IQ: HUM, LCD Art: HUM BU: BA EN: H

L98 AMCS 112 First-Year 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
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: IQ: NSM Arch: NSM Art: NSM BU: SCI

L98 AMCS 1201 First-Year 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: FYS A&S IQ: HUM, SD BU: BA EN: H

L98 AMCS 122 Ampersand: Pathfinder — A Sense of Place: Discovering the Environment of St. Louis
The second course in the Pathfinder program, this course turns your attention to the environment of the greater St. Louis area as you explore in and around St Louis. You'll learn about the St. Louis backyard, and your "home" for the next four years. Through field trips, readings, and discussion, you'll see firsthand what challenges face the environment and the people who live here. You will learn how to examine multiple perspectives, how to think critically and how to approach problems from an interdisciplinary and holistic approach. You'll also learn why it is important to know a community at the local level if you'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.
Same as L61 FYP 122
Credit 3 units. A&S: AMP

L98 AMCS 130 First-Year Seminar: 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.

L98 AMCS 135 First-Year 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 United States 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 about whether or not Olive Boulevard constitutes a Chinatown in St. Louis.
Same as L97 IAS 135
Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L98 AMCS 160 First-Year Seminar: Easy Riders, Migrant Laborers: Mobility in Literature and Film
The open road is a quintessential American image. This seminar explores the stories of open space, social mobility, and renewed possibilities that pervade American literature, film, and culture. What accounts for the pull of the open road? What roles have these stories played in American identity? We will pursue and complicate ideas of mobility, examining how differences of class, race, gender, and national origin shape them. Within national narratives of movement, how might we reconcile the coexistence of easy riders and migrant laborers, overseas adventurers and displaced refugees? Our journey will begin with the westward expansion of the 19th century and take us through the rise of the highway, mass immigration, and American global power that reshaped ideas of mobility in the 20th and 21st centuries. Our routes will range widely, following the American "frontier" as it expands beyond the continental United States into the Pacific and the world. Authors/directors may include Walt Whitman, Bharati Mukherjee, Jack Kerouac, Tomás Rivera, Dennis Hopper, Cormac McCarthy, and Myung Mi Kim. Course is for first-year, non-transfer students only.
Same as L14 E Lit 160

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: FYS A&S IQ: HUM, LCD, SD Art: CPSC, HUM BU: HUM EN: H
L98 AMCS 180 First-Year Seminar: Jewcy: Jewish Culture in the 21st Century
This course will examine cultural expressions of American Jewish identity within an ethnographic context. We will analyze processes of assimilation, Americanization, and innovation as well as Jewish contributions to popular American culture and entertainment, from Irving Berlin and Madonna to "The Joys of Yiddish" and jewlicious.com. Moving from tradition to modernity to pluralism and transdenominationalism and then back to tradition (sometimes with a vengeance), we explore challenges to Jewish identity and creative responses through the cultural lens. Course is for first-year, non-transfer students only. Same as L75 JIMES 180
Credit 3 units. A&S: FYS & A&S IQ: HUM BU: BA EN: H

L98 AMCS 200A Doctors and Terrorists: The Fictions of South Asian Americans
South Asians have always played an integral role in the culture and politics of the United States. However, for complex reasons, their presence has either been concealed, dismissed through dangerous stereotypes, or, just as inaccurately, overly celebrated for proving the generosity of American liberalism and multiculturalism. Racially misrecognized, this large and heterogeneous group has nonetheless shaped American categories of race, sexuality, and citizenship in intriguing and powerful ways. South Asian Americans have turned to fiction, music, and popular culture to craft deeply intimate and original assessments of mainstream desires. In doing so, they have sought to resist the dictates of whiteness, to question U.S. imperialism, to garner acceptance and mobility, and to build solidarity with other U.S. minorities. In this course, we learn about the complex history and cultural productions of South Asians in America. How did "South Asia" become a category of identification, and who benefited from that designation? What role have South Asians played in the economic, cultural, and global ascendency of the United States? How do South Asians connect with and control their countries of origin? What is the significance of storytelling in building the archive and questioning the fiction of South Asian America? Same as L40 SOC 2010
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

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 IQ: HUM BU: HUM EN: H

L98 AMCS 206 “Reading” Culture: How to Read Images: Visual Culture and Visual Literacy
Refer to section description.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L98 AMCS 212 The American Dream: Work, Class, and Culture
Race and gender are widely discussed and their ramifications well studied, but a great silence still surrounds the issue of class in America, which is often called a classless society where those who work hard enough can attain the American dream. With the 20th-century worker and workplace as the focus, students study texts (among them Rivethead, China Men, Mules and Men), films (Modern Times, Salt of the Earth, and Saturday Night Fever), and music (blues, folk, rock) as a way to consider the changing concepts and valuations of class, the history and culture of working-class America, its portrayal in popular media, and where class-related matters stand today. Multicultural perspective. Guest speakers and a tour of a factory.
Credit variable, maximum 3 units. BU: BA, HUM

L98 AMCS 2156 The Thrilling Story: Constructing the Civil Rights Movement
What does it mean to be at home? How do home and nation intersect? What are some of the ways African Americans have cultivated home spaces, and within what societal conditions? Using these questions and drawing from literature, geography, black feminism, and film, we will explore home space as a force and factor in shaping black identities in the U.S. As microcosms of cities and the nation, home spaces are structured by the social, economic, political, and historical landscape of a society. As places of individual and communal living and dwelling, home spaces shape and are shaped by people. To study home is necessarily to study nation, family and affective ties, gender, and built space. In the United States, slavery, Jim Crow, redlining, restrictive covenants, and gentrification have targeted and disproportionately affected black lives, communities, and home spaces. In the face of this dehumanization, devaluation, and discrimination, black people have found ways to claim, make, and obtain spaces and senses of home, whether fleeting or permanent, conceptual or concrete. Modes of homemaking serve as a lens through which to ascertain the challenges, triumphs, and banalities of black life in the U.S. throughout history
Same as L90 AFAS 215C
Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

L98 AMCS 220 Topics in American Culture Studies: “What’s Opera Doc?” Music, Taste, and American Identity
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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 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 will take an interdisciplinary approach through historical narratives, literature, biographies, films and documentaries.
Same as L90 AFAS 2250
Credit 3 units. A&S: FYS A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H
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 IQ: HUM EN: H

L98 AMCS 229 Introduction to American Culture Studies: Sport in the University
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 IQ: HUM Arch: HUM Art; HUM BU: BA EN: H

L98 AMCS 230 Topics in Urban America: The Sensory Landscape of the American City
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. BU: BA, HUM

L98 AMCS 232 Workshop in Media Culture: Narrative and Historical Storytelling
Whether Hollywood representations of Civil War politics in “Lincoln,” documentary reconstruction of the civil rights movement in “Eyes on the Prize,” or modern day news coverage of the Ferguson protests through the internet and social media, our understanding of history and culture is always mediated by the presence of storytelling techniques. This exploration-based workshop considers how media makers reconstruct historical people, places, and events using different media-based storytelling techniques. Through the criticism and analysis of various media artifacts (e.g., documentary and narrative films, podcasts, online/gallery exhibits), we seek to understand issues like the effects of manipulating historical facts to enhance a story, the ethics of portraying a person’s life on screen, and the challenges of representing contesting voices within a narrative framework. We consider the broader political, social, and cultural ramifications wrought when media makers, intentionally or not, misrepresent people, movements, issues, ideas, and events.
Students visit local historical archives such as the Washington University Film & Media Archive to examine primary source materials and to learn how they are utilized in the narrative construction of media projects. In addition, they are trained in basic archival research, interview, and oral history techniques. Throughout the semester, students actively create media projects that synthesize their class learning into a final short film, documentary, podcast, exhibit, or other form that engages in or actively critiques historical narrative construction. Final projects will be created with regular consultation of the instructor.
Note: Technology and equipment needed for a particular final project may not be available through the course. It is best for students to be able to provide their own equipment for their project of choice, such as basic editing software (Moviemaker or iMovie), a camera (consumer grade or even cell phone cameras will suffice), or whatever else a project may require. Media production knowledge is not a prerequisite for this course.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H

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 nation of the American teenager has evolved over the past 60 years. We begin with J.D. Salinger’s classic novel of adolescence, 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 IQ: HUM BU: HUM EN: H

L98 AMCS 237 Don’t Believe the Hype: Race, Media, and Social Movements in America
"Don’t Believe the Hype" will provide students with the tools to critique popular media and its association to social movements in America. This course will explore and analyze how media, broadly defined, including (but not limited to) music, art, film, literature, television and social media, has influenced social movements in very profound ways over the last century. The course will centralize the African-American experience and the Black Freedom Movement in particular and will teach students how to contextualize media and critically assess its impact, and examine the various ways media has played pivotal roles in social movement. Using these skills we will answer the following questions: What is the audience for media, and how does it relate to a particular form of media? When does a social movement become part of popular culture? What is the purpose of media in these situations? How effective has media been for organizing? An integral part to this course will be the use of the Henry Hampton Archive in the Washington University Film & Media Archive. The archive is a repository of primary materials that were used throughout the semester. By using the Hampton Collection students will also learn to analyze and interpret primary documents while also having a more nuanced understanding of history and how media is constructed and informs the ways we process socio-political currents that evolve into social movements. Attendance mandatory during first two weeks.
Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: CPSC, HUM BU: BA, HUM EN: H
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 IQ: HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA, HUM EN: S

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 IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA, HUM EN: S

L98 AMCS 255 Religion, Environmentalism, and Politics
This course explores the intersections of anthropology, theology, economic interests, and activism. We will draw on a range of sources including social-scientific theories about religion and ritual, discussions of disenchantment and re-enchantment, and indigenous claims to land. These theoretical frameworks will provide context for discussing contemporary religious responses to ecological disaster, including both environmentalist and anti-environmentalist movements.
Same as L57 RelPol 255
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

L98 AMCS 256 Imagining Interdisciplinary: The Interdisciplinary Workshop in American Culture Studies
Why study American culture? In this workshop we explore some of the many answers to this provocative question, as well as some of the objects of study available to us as students of American culture. Intended as a foundation for the American Culture Studies (AMCS) major and minor, the course is practical, exploratory and discussion-oriented. It helps students to get acquainted with AMCS as a community while imagining the types of projects that get done there. Sessions feature guest speakers, field trips to sites of cultural interest, and short readings that introduce different approaches to American culture studies. Students also examine the methods and questions that define their other field(s), and identify topics and fieldwork projects that especially engage them. Along the way, they are mentored by one of the program’s Undergraduate Scholars, and helped to locate themselves in an inter-departmental program that supports a wide range of intellectual pursuits. The final assignment is a contribution to the “anthology project,” a student-generated compilation of resources and readings that will be shared with future AMCS students.
Credit variable, maximum 1 units.

L98 AMCS 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 will expose 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 will 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.
Same as L34 French 257
Credit 3 units. BU: ETH

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
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 IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

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 IQ: HUM, SC, SD BU: BA EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM EN: H

L98 AMCS 280A African-American Religions

This course is an introduction to African-American religions that attends to the changes wrought in indigenous African religions by enslavement, the adoption of Christianity (and severe critiques of it) by slaves themselves, the building of African-American devotional and religious movements, and the role of religion in contemporary African-American life. At every stage of the course, religion is discussed with reference to key political developments in broader African-American history. The course proceeds in three parts. The course begins with a brief introduction to key themes and problems in the study of African-American religions. For example, is there such thing as a “black church”? How does the study of African-American religion differ from the study of other religious groups or traditions? The second part, which is the bulk of the course, moves chronologically and situates African and African-American religions in their shifting cultural and political contexts from the beginning of the European slave trade to the present. We will discuss African-Americans’ practice of several religious traditions: indigenous African religions, Islam, Protestant and Catholic Christianity, and new religious movements. The final part of the course focuses on several key issues and debates that are informed by the study of African-American religions and that have important connections with contemporary American life.

Same as L57 RePol 280
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L98 AMCS 2910 Alternative Facts: An Introduction to the Social Construction of Reality

Introduction to the concept of social construction—the idea that our “objective” reality is shaped by our social positions and through social interactions. Recent political events and social conflicts highlight deep divisions in American society, raising critical questions about the media and objectivity (e.g., alternative facts and “fake” news), networks and segregation (e.g., who talks to whom), who gets to decide what is viewed as “truth,” and the role of researchers and academia in combating (or contributing to) misinformation. This course explores these questions with a sociological lens. We will use foundational sociological theories to learn how to recognize the existence of multiple realities, and consider the implications of social constructionism for key domains of everyday life. American politics, and the production of knowledge. We will also discuss the ways that cutting-edge technological innovations and academic research can — or cannot — help us distinguish facts from “alternative” facts. Introductory level, no prerequisites.

Same as L40 SOC 2910
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S
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.

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.

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 urbanization 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 IQ: SSC, SC, SD Arch: SSC Art: CPSC, SSC BU: BA EN: S

L98 AMCS 3005 Research in Washington, D.C.: Directed Study in Politics and Political Culture

Directed study under the direction of an AMCS-affiliated faculty. All proposals for study must be submitted for review and approved by the AMCS adviser. See the AMCS website for the appropriate form. By permission of instructor.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

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.

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 sources and various kinds of audio recordings and audiovisual texts will be at the center of the course. Topics to be 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 will be considered across the course. Prerequisites: Music 121C (Theory I) or Music 121J (Jazz Theory I) or permission of instructor.

Same as L27 Music 3015

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

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 IQ: HUM BU: HUM EN: H

L98 AMCS 3016 The Politics of Kanye West: Sonic Genius and Monster 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, SC, SD BU: BA EN: H

L98 AMCS 301B Individual and Community
Credit 3 units. A&S IQ: SSC, SD BU: BA, ETH, IS EN: S

L98 AMCS 301C The American School
An analysis of the development of American schooling within the context of American social history. The focus is 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. Same as L12 Educ 301C
Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

L98 AMCS 301T The Automobile is the Devils Wagon: The Appeal, Controversy, and Impact of the Early Automobile
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 Arch: HUM Art: HUM BU: BA EN: H

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 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. Required for history majors. Preference given to history majors; other interested students welcome.
Same as L22 History 301U
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM, LCD Art: HUM BU: HUM

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L98 AMCS 3024 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 IQ: HUM, LCD BU: IS EN: H

L98 AMCS 3025 Topics in AMCS: Sports & 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 IQ: HUM, SD BU: BA, HUM EN: H

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA, HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L98 AMCS 3029 And Justice for All? American Inequalities
In recent decades social inequalities have deepened and calcified in the United States. But just what does that mean? How should we conceptualize the particular modes and forms of inequality in the contemporary United States? What is the empirical reality? How did we get here? Why do inequalities persist? How are they reproduced? What are the consequences of such drastic disparities? In this course we examine the empirical reality of social inequality in the United States. At the same time, we raise questions about how social position shapes identity and lived experience in America. Because the focus is on the contemporary U.S., much of the course will be devoted to the examination and analysis of patterns and trends in class, race, and gender inequality in this country. Course readings are drawn from sociology, urban history, economics, social epidemiology, and education. Throughout the course we focus on the development of inequality, what it looks like today, the mechanisms of its reproduction, the culturally diverse ways it is experienced, and possible strategies to ameliorate the stark social disparities characteristic of contemporary America. We also keep in mind the interdisciplinary debate among scholars about how best to study social disparities. We begin the course with an examination of the historical and structural roots of American inequality. Next, we look at some conceptual and methodological tools social scientists use to examine social disparities. We will then turn to the central institutions and mechanisms that sociologists argue are responsible for creating, reproducing, reducing and changing the structure of inequalities in the U.S. today, including education, labor markets, families and social policies, neighborhoods and segregation and the criminal justice system. Within each topic area, we will pay special attention to the significance of race and ethnicity, social class, and gender as well as their intersections and cleavages. We will focus on the present period but place each topic in a broader historical context. In the final part of the course, we turn our attention to social change via social policy and social movement.
Credit 3 units. A&S IQ: SSC, SD BU: BA, HUM EN: S

L98 AMCS 3031 Gender and Education
This course provides an introduction to some philosophical and historical approaches to the examination and analysis of patterns and trends in class, race, and gender inequality in this country. Course readings are drawn from sociology, urban history, economics, social epidemiology, and education. Throughout the course we focus on the development of inequality, what it looks like today, the mechanisms of its reproduction, the culturally diverse ways it is experienced, and possible strategies to ameliorate the stark social disparities characteristic of contemporary America. We also keep in mind the interdisciplinary debate among scholars about how best to study social disparities. We begin the course with an examination of the historical and structural roots of American inequality. Next, we look at some conceptual and methodological tools social scientists use to examine social disparities. We will then turn to the central institutions and mechanisms that sociologists argue are responsible for creating, reproducing, reducing and changing the structure of inequalities in the U.S. today, including education, labor markets, families and social policies, neighborhoods and segregation and the criminal justice system. Within each topic area, we will pay special attention to the significance of race and ethnicity, social class, and gender as well as their intersections and cleavages. We will focus on the present period but place each topic in a broader historical context. In the final part of the course, we turn our attention to social change via social policy and social movement.
Credit 3 units. A&S IQ: SSC, SD BU: BA, HUM EN: S

L98 AMCS 3032 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 IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

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 IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L98 AMCS 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 will ask what democracy means, and what it requires. We will examine thinking about political rights and liberty at the American founding. We will ask what democratic inclusion and political equality entail. We will ask what democracy means, and what it should mean, in the
L98 AMCS 305A 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 the first 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.

Same as L57 Rel/Pol 305
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L98 AMCS 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 IS50 INTER D 306M
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: CPSC, HUM BU: BA, HUM EN: H

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 IQ: SSC BU: BA EN: S

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

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 IQ: HUM, SC, SD, WI BU: HUM EN: H

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 especially 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 will 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 will reassess with the help of modern critics. In the second part of this class, we will 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, ending with an analysis of Donald Trump and the rise of “America First.” In the end, students will 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 IQ: HUM BU: HUM EN: H

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 IQ: HUM Art: CPSC BU: HUM EN: H

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 IQ: HUM, SD BU: BA EN: H

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 IQ: HUM Arch: HUM Art: HUM EN: H

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 IQ: SSC Art: SSC BU: BA EN: S

L98 AMCS 3121 Topics in American Literature
Topic varies. Writing intensive.
Same as L14 E Lit 316W
Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H

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 IQ: HUM, WI Art: HUM BU: HUM EN: H

L98 AMCS 312W Topics in English and American Literature: End of the Century: American Culture During the 1990s
By starting with Allan Bloom’s “The Closing of the American Mind,” a book that helped to reignite the Culture Wars, this course will consider 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 period when we, as a nation, reconsidered the legacy of the 1960s, the Reagan revolution, and the end of the Cold War; it was a time of economic expansion and cultural tension. In our consideration of this period, we will take a multidisciplinary approach when tackling a variety of materials — ranging from literary fiction (Philip Roth’s “The Human Stain,” Jonathan Franzen’s “The Corrections”) and popular films (Spike Lee’s “Do the Right Thing,” the Cohen brothers’ “The Big Lebowski”) to personal memoir and the music of Nirvana and Public Enemy — in an attempt to come to a better understanding of our recent history. Throughout the semester, we will pursue the vexed cultural, political, and historical questions that Americans faced during the years between the fall of the Berlin Wall and the terrorist attacks of September 11, 2001, and we will consider how literary texts imagined this period of American history.
Same as L14 E Lit 312W
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: LCD, SSC Art: SSC BU: HUM

L98 AMCS 314A 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.
Same as L90 AFAS 3140
Credit 3 units. A&S IQ: SSC, SD Art: CPSC EN: S

L98 AMCS 315B 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 imposes upon its citizens and what values citizens want the state to uphold.
Same as L57 ReilPol 315
Credit 3 units. A&S IQ: HUM, SD BU: ETH EN: H

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 IQ: HUM, SC, SD BU: BA EN: H

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 local LGBTQ groups, including the St. Louis LGBT History Project, to research St. Louis’s queer past. Each student will also conduct an oral history interview with an LGBTQ community member.
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 necessitates an additional 3-5 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, SC, SD Arch: HUM Art: HUM BU: HUM

L98 AMCS 3190 Engaging the City: The Material World of Modern Segregation: St. Louis in the Long Era of Ferguson
See course listings for current offering.
Credit 3 units. A&S IQ: SSC, SC, SD Art: CPSC BU: HUM EN: S

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. Readings also touch on the work of LGBTQ poets in the 21st century, with particular attention to the ways that race, class and gender have structured queer spaces and communities. 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 INTER D 320
Credit 3 units. A&S IQ: HUM, SC, SD BU: BA, ETH EN: H

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. It also includes an oral history interview with an LGBTQ community member. 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 necessitates an additional 3-5 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, SC, SD Arch: HUM Art: HUM BU: HUM

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: ETH EN: H

L98 AMCS 3222 Major American Writers: The Contemporary American Novel
Same as L14 E Lit 3222
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

L98 AMCS 3231 Sex, Drugs, and Rock N Roll: American Culture in Revolt: 1960-1970
A rotating topics course on various subjects relating to the history and theatrical practice of modern American drama. Same as L15 Drama 323
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L98 AMCS 3232 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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 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.

Same as L90 AFAS 326
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: SSC Art: SSC BU: BA EN: S

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM; BU: HUM; EN: H

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 IQ: LCD; BU: IS; EN: S

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 IQ: LCD; SSC BU: IS; EN: S

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 IQ: HUM; LCD BU: HUM; EN: H

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; BU: BA; HUM; EN: H

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 INTER D 329F

Credit 3 units. A&S IQ: SC Arch; SSC BU: CPSC, SSC BU: BA

L98 AMCS 330 Topics in AMCS: Virtual and Physical Bodies: Digital Practices and Sensory Experience
Refer to course listings for current offering.

Credit 3 units. A&S IQ: HUM Arch; HUM Art; HUM BU: HUM; EN: H

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 IQ: HUM Arch; HUM Art; HUM BU: HUM; EN: H
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 IQ: SSC, WI: EN: S

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, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L98 AMCS 330C Culture and 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.
Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: CPSC, HUM BU: BA EN: H

L98 AMCS 330D 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.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: BA, HUM EN: H

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. BU: BA, ETH

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 IQ: SSC Art: SSC BU: BA EN: S

L98 AMCS 3340 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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L98 AMCS 3350 Poverty and the New American City
This course presents an exploration of the 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.
Same as L40 SOC 3350
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: SSC BU: BA EN: S

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 50 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.

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 IQ: SSC; Art: SSC; BU: BA EN: S

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 IQ: HUM; Art: HUM; BU: HUM

L98 AMCS 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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L98 AMCS 3431 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 IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

L98 AMCS 34340 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 JiMES 341
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

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, SC, SD Arch: SSC Art: SSC BU: SSC EN: S

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 IQ: HUM BU: BA, HUM EN: H

L98 AMCS 3444 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 IQ: SSC Arch: SSC Art: SSC BU: BA, ETH, HUM

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L98 AMCS 3463 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-WWII 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.
Same as L53 Film 346
Credit 3 units. A&S IQ: HUM EN: H

L98 AMCS 3465 Race, Literature, and Environmental Justice
The course will permit an introduction to the field of Environmental Humanities through an exploration of environmental writings, practices, and artistic expressions. We will draw primarily from literature, as well as legal proceedings, history, culture, art, and digital media in order to understand the relationship between human beings and natural and built environments. We will also examine the interaction of health and well-being to the physical environment, with attention to women, people of color, and the poor as a way of thinking expansively about environmental justice issues. While social inequality shapes how environmental problems are created, recognized, and dealt with, we will explore how differences of culture and power complicate the meaning of concepts like "environment" and "justice" within and between groups. To do so, we will examine the specific roles the humanities have played in facilitating an environmental consciousness and activism amongst various groups of people. We will begin by posing questions regarding what is nature in order to think more expansively about what the term "environment" can denote. Same as L90 AFAS 346.
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: CPSC, HUM BU: BA EN: H

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 IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S UColl: PSA, PSC

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 IQ: LCD, SSC Arch: SSC Art: CPSC, SSC BU: ETH, IS EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S
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 IQ: HUM BU: BA EN: H

L98 AMCS 3500 On Location: Exploring America
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

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 behavior, and narratives provided by athletes themselves. This course will examine literary depictions of black athletes — in novels, memoirs, essays, and poems — in order to better understand the social significance of sportsmen and women in the African-American struggle for freedom, 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 living 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, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

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 Christmas-time slave games in his Narrative of the Life of Frederick Douglass. This course will examine literary depictions of black athletes — in novels, memoirs, essays, and poems — in order to better understand the social significance of sportsmen and women in the African-American struggle for freedom, 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 living 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, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L98 AMCS 353A Sports & Society: Contemporary Issues in American Sports
Athletes like Colin Kaepernick, Ally Raisman, LeBron James, and Megan Rapinoe leave us no doubt: sporting spaces are powerful platforms for political and social activism. In our era of division and social unrest, sports cannot be stuck to. However, what do we make of the various messages these athletes espouse, and how can we understand the intersectional influence of sporting cultures on American politics, economics, and culture? In this course, we will discuss major contemporary issues in American sports by examining scholarship, fan behavior, and narratives provided by athletes themselves. Among the topics we will consider are racism and sexism in coaching, LGBTQ+ and trans athlete identity, amateurism and athletic labor, mascots, traumatic brain injuries, and social media.

Credit 3 units. A&S IQ: HUM, SC BU: BA, HUM EN: H

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, SC, SD Arch: SSC Art: SSC BU: BA EN: S

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 IQ: SSC BU: BA EN: S

L98 AMCS 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 (for 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 WGGSS students and pre-law students. This course is taught by law students under the supervision of a member of the School of Law faculty. Students who have taken L77 3561 Women and the Law can not take this class.

Same as L77 WGGSS 3561
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S UColl: SSC

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 “replicar” 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 IQ: HUM BU: BA EN: H

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 IQ: HUM BU: ETH EN: H

L98 AMCS 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.

Same as L97 IAS 3575
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S
L98 AMCS 3580 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 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.
Same as L53 Film 358
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

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 IQ: HUM WI: Arch: HUM BU: HUM EN: H

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

L98 AMCS 360 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 IQ: HUM BU: HUM

L98 AMCS 3601 Trans* Studies
This 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 will engage with the following questions: When and why did the category of 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, and 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 individuals? Any of the following are suitable (but not required) courses to take before enrolling in this class: L77 100B, L77 105, L77 205 or L77 3091.
Same as L77 WGSS 360
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM BU: HUM BA EN: H

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 IQ: HUM, SC, SD BU: BA EN: H
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 IQ: HUM, SC, SD BU: BA EN: H

L98 AMCS 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? How democratic was this violent new nation, which reeled from one crisis to another and ultimately to the brink of collapse during 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. Prerequisite: sophomore standing or permission of the instructor.
Same as L22 History 365
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM, IS EN: H UColl: HSP, HUS

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 IQ: HUM, SD Arch: HUM Art: HUM BU: HUM EN: H

L98 AMCS 365A Slavery, Sovereignty, Security: Amercan Religions and the Problem of Freedom
The goal of this course is to think critically about freedom as both an ideology and an institution. What does it mean to be free? What are the relationships among individual liberties, national sovereignty, and civil rights? In what ways has freedom been defined in relation to and materially depended on unfreedom? At the same time, this course will treat American "religions" in a similar critical fashion: as a historically contingent category that has been forged and inflected within the same context of White Christian settler empire. Religion and freedom have intertwined throughout American history, including in the ideal of religious freedom. Our critical interrogation of freedom should help us think carefully about power by working with but also beyond tropes of domination and resistance.
Same as L57 RePol 365
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, ETH EN: H

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 L57 RelPol 369
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

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 IQ: HUM, SC, SD BU: BA, HUM EN: H

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 IQ: HUM, LCD, SC, SD BU: BA, HUM EN: H

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 IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

L98 AMCS 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 draw-down; 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 IQ: HUM, LCD BU: IS EN: H

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 IQ: HUM BU: HUM EN: H

L98 AMCS 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 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 IQ: HUM BU: HUM EN: H

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 IQ: HUM, LCD Art: AH BU: HUM

L98 AMCS 3703 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 worldview 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. Same as L57 RelPol 370
Credit 3 units. A&S IQ: HUM BU: ETH EN: H

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.

Credit 3 units.

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 IQ: HUM Art: AH BU: BA, HUM

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, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L98 AMCS 372 American Art to 1960
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.

Same as L01 Art-Arch 372
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM EN: H

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 IQ: HUM, SD BU: HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

L98 AMCS 3740 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.

Same as L32 Pol Sci 374
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS

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 IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S UColl: CD

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L98 AMCS 375 Topics in Comparative Literature
This course examines the idea of connectivity in the arts. Via novels, paintings, photography, and film, we will explore questions of interpretation related to the themes of love and betrayal; bequests and legacy; and innocence and responsibility. A series of paintings by Vermeer and other Dutch masters depicting elegant women (and their dogs) in the company of their suitors will engage us in elaborate courtship rituals that were played out using letters, music, and wine. We will also consider how, during the reigns of Francis I and Louis XIV, the French monarchy integrated Dutch art into its collections in order to assert the king’s influence and authority. Students will discuss the portraits that emerge from the complex tableau in Laclos’s masterful novel of seduction, “Les Liaisons Dangereuses”; in 19th-century paintings; and in contemporary photographs. The class will read Doreé’s “All the Light We Cannot See” and de Waal’s “Hare With the Amber Eyes,” which are stories that link history with art, the past with the present, and gifts with thefts and bereavements. We will study Daouss’s “Meursault Investigation” in relation to the work that inspired it: Camus’s “ Outsider [L’Etranger].” Adaptation will likewise inform our readings of Auguste’s “Selfish and Sensible” “Examine Sense of an Ending,” and the pair of films based on these novels. The course will assess aspects of the original story that are lost on screen as well as the added resonances that the novels acquire in the film versions.
Same as L16 Comp Lit 375
Credit 3 units. A&S IQ: HUM, LOP, SD Art: HUM BU: IS EN: H

L98 AMCS 3751 Topics in Women’s History: U.S. Women Since 1945
We will 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 will 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 will include scholarly literature, memoirs, novels and film.
Same as L22 History 3751
Credit 3 units. A&S IQ: HUM, SC, SD Art: HUM BU: BA EN: H

L98 AMCS 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, SC, SD Arch: SSC Art: CPSC, SSC BU: BA EN: S

L98 AMCS 375A American Culture: Methods & Visions: Hot Takes: Cultural Criticism in the Digital Age
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” requirement for AMCS majors.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM EN: H

L98 AMCS 376 American Modernism, 1900-1940
American modernism: What is it? What is the source 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 IQ: HUM, WI Art: AH, HUM BU: ETH, HUM

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 IQ: HUM Art: AH, GFAH, HUM BU: HUM EN: H

L98 AMCS 378B Contemporary American Theater
This course is a focused investigation of the aesthetic, political, and urban landscapes of the contemporary American theatre. We will read published and unpublished plays, familiarize ourselves with the country’s most important companies, festivals, and institutions, and discuss issues facing the American theatre now. We will explore the role of the arts in urban planning and development, and address the relationship between higher education and arts institutions, paying particular attention to ideas of community engagement and social justice work undertaken by both. Artists to be studied may include Tony Kushner, Suzan-Lori Parks, Caryl Churchill, Branden Jacobs-Jenkins, Lynn Nottage, Young Jean Lee, and Lin-Manuel Miranda. This course will include a mandatory class trip at the end of March to the Humana Festival of New American Plays in Louisville, Kentucky. Students will prepare for this trip by reading the works of featured playwrights and establishing a research project that will be carried out on-site. Findings from the research project will be presented upon the return to St. Louis. Admission
to the course is by instructor permission only; an application form will be sent to all registered students at the conclusion of the registration period. In consultation with and with the permission of the instructor, this course may fulfill the Fieldwork requirement for American Culture Studies majors.

Same as L15 Drama 378
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM Art: HUM BU: ETH

L98 AMCS 3832 Spectacular Blackness: Race, Gender, and Visual Culture
Topic varies. See semester course listings for current offering.

Same as L77 WGSS 383
Credit 3 units. A&S IQ: HUM, SC, SD Art: AH, GFAH BU: BA EN: H

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 IQ: HUM, SC, SD, WI Arch: HUM Art: HUM BU: BA EN: H

L98 AMCS 3843 Filming the Black Freedom Struggle in St. Louis
This interdisciplinary course introduces 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 St. Louisians who challenged racial segregation in housing and work, fought white mobs in city streets, and battled the destruction of Black communities by federal urban renewal and public housing policies. Students, working with a historian and a filmmaker, will research and make a documentary film on a piece of St. Louis' crucial contribution to the Black Freedom Struggle in America. We bring together documentary filmmaking and history research to draw attention to the multiple narratives (many long-neglected) of African-American and urban history, and to the multiple approaches to presenting history.

Same as L22 History 3843
Credit 3 units. A&S IQ: HUM, SC, SD Art: CPSC, HUM BU: BA EN: H

L98 AMCS 386A Topics in African-American Literature: Rebels, Sheroes, and Race Men
Same as L90 AFAS 386A
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L98 AMCS 3871 African-American Literature: Early Writers to the Harlem Renaissance
Same as L14 E Lit 387
Credit 3 units. A&S IQ: HUM, SD BU: HUM

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 IQ: HUM Art: AH BU: HUM EN: H

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L98 AMCS 389 Women and the Law
Credit 3 units.

L98 AMCS 3891 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 "privacyism" 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 IQ: SSC, SD, WI Arch: SSC Art: SSC BU: SSC BA: BA EN: S

L98 AMCS 389C For Freedom's Sake: African-American History Since Emancipation
The events that unfolded in Ferguson this past fall 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.

Same as L22 History 388C
Credit 3 units. A&S IQ: HUM, SD Arch: HUM

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 RePol 390
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: ETH EN: H

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 IQ: SSC, SC, SD Arch: SSC Art: SSC BU: SSC BA: BA EN: S

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 IQ: LCD, SSC Art: SSC EN: S

L98 AMCS 3950 Topics in Religion and Politics: Islam and Muslims in the United States
This course explores various topics in Religion and Politics. Same as L57 RePol 395
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: H

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 intimate 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 IQ: HUM, SD, WI BU: BA EN: H

L98 AMCS 3970 W.E.B. Du Bois and the Origins of Modern Black Studies
In particular, we will use the biographies about and the autobiographies by Du Bois to trace and learn about his life and the times in which he lived. Next, we will read most or all of The Philadelphia Negro (1899), Black Reconstruction in America
(1935), The Souls of Black Folk (1903), John Brown (1909), and Black Princess (1928), each an example, respectively, of his sociology, history, essays, biography, and literature. Next, we will reassess his legacy within and without scholarship, especially focusing on his impact on sociology, history, political science, and anthropology. Lastly, we will take a closer look at several of his most influential views and concepts, including the talented tenth, double consciousness, the veil, and the psychological wages of race. In this, we will also consider his disagreement and rivalry with Booker T. Washington (and others) as well as his views on and relationship to race, gender, sexuality and art. The overall goal of the course is to provide a comprehensive introduction to the life, thought, and legacy of W.E.B. Du Bois. Through class activities and course assignments, students should also improve their critical analysis, reading, and writing skills. While a previous course in African and African-American Studies, History, or Sociology may be helpful, there are no prerequisites to the course.

Same as L90 AFAS 397
Credit 3 units. A&S IQ: SSC, SC, SD, WI Arch: SSC Art: SSC
BU: HUM EN: S

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 IQ: HUM BU: HUM EN: H

L98 AMCS 399A Undergraduate Teaching Assistant
Open to advanced undergraduates only. Usual duties of teaching assistant in classroom instruction. Prerequisite: permission of instructor.
Credit variable, maximum 3 units.

L98 AMCS 4000 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 IQ: SSC, WI EN: S

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

L98 AMCS 400A AMCS Capstone Workshop I
This workshop is required for AMCS majors completing an independent capstone project, whether by means of a 3-credit capstone project, a Latin Honors (6-credit) thesis, or a two-semester (6-credit) non-honors project. In all three cases, the capstone project is intended to serve as the culmination of the major — an opportunity to build on previous work and to engage with the broader field of American Culture Studies while developing a multidisciplinary framework suited to the goals of the project. The workshop is intended to foster intellectual community and provide support during the research and writing process. Students share aspects of their work in large- and small-group settings; discuss methods, models, and challenges of cultural studies; participate in several peer-review workshops; and develop insights and skills directly relevant to their capstone work. Barring circumstances which prevent it, the 3-credit capstone should be completed by the end of the fall semester. Students pursuing a 6-credit project (either a Latin Honors thesis or non-honors project) will continue their work into the following semester by enrolling in L98 4XX. Enrollment by permission of Program pending approval of project proposal, which will be submitted in the spring of junior year. Students seeking to earn Latin Honors in AMCS must meet the university cumulative GPA minimum (3.65) and have permission of their thesis adviser.
Credit 3 units.

L98 AMCS 400B AMCS Capstone Workshop II
This course is required for students planning to complete the Latin Honors thesis or a 6-credit non-honors project through American Culture Studies. It builds on work done in L98 400A: AMCS Capstone Workshop I, and involves periodic workshops and conferences with the instructor and project adviser(s) during the final stages of thesis preparation. Alternatively, students seeking to earn an additional 1-2 credits for their one-semester capstone will enroll in this course after their petition to expand their capstone has been approved and expectations have been defined in consultation with the capstone adviser and workshop instructor. Prerequisites: satisfactory standing as a candidate for a two-semester capstone, including successful completion of L98 400A Capstone Workshop I and permission of project adviser. Latin Honors eligible students must meet the university GPA minimum. Course will meet every other week, time/date to be determined based on participants’ schedules.
Credit variable, maximum 3 units.

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 WGS course or permission of the instructor.

Same as L77 WGSS 403
Credit 3 units. A&S IQ: SSC, SD Art: SSC BU: BA

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 IQ: SSC BU: ETH EN: S

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 IQ: LCD, SSC Art: SSC EN: S

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 IQ: SSC BU: ETH EN: S

L98 AMCS 4036 Children of Immigrants: Identity and Acculturation
This seminar takes an interdisciplinary approach to children of immigrants as an analytical subject. Our investigation looks into the 1.5- and second-generation youth of different cultural and ethnic backgrounds in the United States (with many case studies focusing on Asian Americans and Latinx). Discussion topics include migration and identity, ethnicity and race, bilingualism and biculturalism, family and school, youth culture, and other pressing issues such as mental health. The seminar offers a theoretical lens into children of immigrants by introducing different research methodologies in social sciences. The students are required to conduct an individual research project among a selected group of children of immigrants.

Same as L97 IAS 4036
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

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 relationships 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 IQ: SSC, SD Arch: SSC Art: CPS, SSC EN: S

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 IQ: HUM Art: HUM EN: H
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 offshoot 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 state and community 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 IQ: HUM Arch: HUM Art: HUM EN: H

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 IQ: SSC Art: SSC BU: ETH EN: S

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 IQ: SSC EN: S

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 IQ: HUM, SC, SD EN: H

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 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 IQ: HUM, LCD Art: AH, GFAH EN: H

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 anti-slavery 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 L57 RelPol 425
Credit 3 units. A&S IQ: HUM, SC, SD EN: H

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 IQ: HUM Art: HUM EN: H

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 BU: BA EN: H

L98 AMCS 4243 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

Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H
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 IQ: HUM BU: HUM EN: H

L98 AMCS 4289 Neighbors, 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 IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

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 IQ: HUM Art: HUM EN: H

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.

L98 AMCS 4303 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 will analyze how individual comedians rework performance traditions through the distinctive concerns of their time and culture to create idiosyncratic comic personae. We will look at films starring Charles Chaplin, Buster Keaton, Harold Lloyd, Laurel and Hardy, the Marx Brothers, Jack Benny, Peter Sellers, Jim Carey and Eddie Murphy. Work for the course will require reading in comic theory and analytical essays. Required screenings.

Same as L53 Film 430
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

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, SC, SD EN: S

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 IQ: HUM EN: H

L98 AMCS 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?

Same as L32 Pol Sci 4373
Credit 3 units. A&S IQ: LCD, SSC, SC, SD, WI Arch: SSC Art: SSC EN: S

L98 AMCS 440A Religion, Politics, and the University
This course explores in-depth current issues related to pluralism, difference, and belonging in matters pertaining to religion and other important issues, with a particular focus on how these play out in the university context. The instructors, John Inazu
and Eboo Patel, are two of the leading national commentators on these issues. Prerequisite: Students enrolling in this class must submit a brief statement of interest (http://law.wustl.edu/COURSES/INAZU/seminar1/summaries) to Professor John Inazu.

Same as L57 RelPol 440
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 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 IQ: SSC Art: SSC EN: S

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 IQ: HUM EN: H

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 IQ: SSC Art: CPSC, SSC EN: S

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. A&S IQ: SSC Arch: SSP Art: SSP EN: S

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 IQ: HUM Arch: SSP Art: SSP EN: H

L98 AMCS 4501 Tennessee Williams: Playwright
Topics in American Drama.
Same as L15 Drama 453
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

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 IQ: HUM BU: BA EN: H

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 IQ: SSC EN: S

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.

L98 AMCS 454 Environmental Policy
This course examines the relationship between environmental economics and environmental policy. The course focuses on
L98 AMCS 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 my 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 IQ: HUM Arch: HUM Art: HUM EN: H

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, 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 IQ: HUM Arch: HUM Art: HUM EN: H

L98 AMCS 457A From Vitaphone to YouTube: Popular Music and the Moving Image
This course considers American popular music as represented in audiovisual media from 1926 to the present. The relationship between the popular music industry (a commercial sphere oriented primarily toward the selling of sheet music and audio recordings) and audiovisual technologies (various screens and formats encountered in changing social and commercial contexts) will be explored along two complementary tracks: popular music performers as presented in performance-centered media and popular music as a narrative topic or resource in feature films. Three related analytical frames will shape our discussions: industrial and technological history (the material conditions for the making and distribution of popular music and moving images); the question of “liveness” in recorded audiovisual media; aesthetics of various popular music styles as translated into audiovisual forms and contexts. The course is in seminar format. The ability to read music is not required but students with music reading or transcription skills will be encouraged to draw upon these tools. Prerequisites: graduate status or completion of a 300-level FMS or Music course and permission of the instructor.
Same as L53 Film 457
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L98 AMCS 4581 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 will explore the art of film direction. We will 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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L98 AMCS 4584 Contemporary American Fiction
Same as L14 E Lit 4584
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

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 IQ: SSC Art: SSC BU: BA, ETH EN: S

L98 AMCS 4607 Topics in African-American Studies: Health in the Black Community: A Social Science Perspective
There is growing awareness of the legacies of historical racial violence in the United States and a related increase in reckoning efforts. Area histories of enslavement, lynching, and other racial terror and dispossession relate to inequality, conflict, and violence in the same places today. These “haunting legacies” include heart disease and other health disparities, homicide rates, white supremacist mobilization, and corporal punishment in schools. Meanwhile, many communities and institutions are moving to acknowledge and address legacies of historical racial violence in various ways. This course combines seminar-style readings and writing on legacies of racial violence with a practicum component, where individual students or groups of students will conceptually develop and implement interventions intended to clarify and disrupt legacies of racial violence, facilitating contemporary reckoning. The practicum will explore and support a broad range of interventive efforts, including public policy measures, original research projects, archival development, commemorative efforts, and a related array of mediums, including visual art, design, film, digital projects, and other creative approaches.
Same as L90 AFAS 4601
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S
L98 AMCS 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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S
UColl: ACS, SSC

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 IQ: SSC, SC, SD Art: SSC EN: S

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 IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L98 AMCS 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 IQ: HUM, LCD, WI Art: HUM

L98 AMCS 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.
Same as L22 History 4689
Credit 3 units. A&S IQ: HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM EN: H

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, 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.
Same as L01 Art-Arch 4721
Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM EN: H

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 IQ: HUM EN: H

L98 AMCS 4744 TransAmerica: The U.S. 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
L98 AMCS 476 The City in American Arts and Popular Culture, 1900-1940
From the mid-19th century forward, artists, writers, sociologists, and cultural critics have identified the city as the primary site of a vast array of historical changes associated with modernization. This course will explore the range of cultural responses to the new 20th-century city up to World War II. The American city was seen as both an incubator of difference, and of mass conformity and manipulation; a dynamic space in which to form fluid networks that catalyzed new forms of creativity, and a place of strangers and social alienation. We will trace the history of these polarized responses in the 20th-century arts and literature of the city, looking at the vibrant popular culture of film, vaudeville, and cross-dressing; new aesthetic forms such as collage and expressionism; and new urban subjects. Prerequisites: 300-level course in American 20th-century cultural history, American art, literature, or permission of instructor.
Same as L01 Art-Arch 4744
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

L98 AMCS 4774 Art and Culture in ‘20s and ‘30s America
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 a interdisciplinary look at the art, visual culture, music, literature, and cultural essays of the 1920s through the lens of nation, race, region, and cultural identiti(ies). Prerequisite: 300-level 20th-century American art, history, or literature course, or permission of instructor.
Same as L01 Art-Arch 4774
Credit 3 units. Art: AH

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. Art: AH

L98 AMCS 480 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 knowledge in 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 policymaking context through students' participation in mock congressional testimonies. These focal areas will 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 will be the primary interests that link these course features.
Same as L12 Educ 489
Credit 3 units. A&S IQ: SSC Art: SSC EN: S UColl: ACS

L98 AMCS 481B Advanced Seminar: New York, New York: The Empire City from Stuyvesant to Trump
This research seminar engages the long history of greater New York City: from the place Native Americans called Manna-hata to the largest city in the United States and the world political, financial, and cultural capital that it is today. The course explores New York City's ambivalent relationship with America, with the world, and with itself. It focuses on matters of power — how, in different moments of the city's history, it was defined, who held it, and how various groups managed to contest for it; matters of exchange and extraction — political, cultural, and economic; and matters of belonging — whether a city of immigrants, exiles and refugees succeeded in becoming a home for the homeless. It pays close attention to both the micro — the street corner and the political ward; the bridge and the tunnel; the gentrifying neighborhood; the mosaic of the city's foodways; the theater, financial, slaughterhouse, brothel, and other districts — and the macro — the banks and the stock exchange; the port and transit authorities; the instrumentailities of knowledge and cultural production in the city's universities, print media, clubs, and salons; the sports empires; and the political machines, organized crime, grassroots labor and political movements, insurgencies, and undergrounds. Above all, the course will foreground the city's massive and unbearable contradictions, as a city of skyscrapers and of basement dives, luxury, and snares; as a symbol of the future and freedom bound to traumatic, slave, and unfree pasts; as a symbol of modern independence bound to modern interdependence; and as a place of renaissances and ruinations, where the world either
comes together or spectacularly falls apart. Sites of potential investigation, in a list that is suggestive rather than exhaustive, range from the African Burial Ground to the 9/11 Memorial and Museum, from Hamilton to Hamilton, from Boss Tweed to Robert Moses, from the Five Points to Chinatown, from Delmonico’s to Sylvia’s, from Blackwell’s Island Lunatic Asylum to Hart Island Potter’s Field, from the African Free School to Ocean Hill-Brownsville, from Marcus Garvey to Amadou Diallo, from Billie Holiday to Baldwin’s Harlem, to Stonewall, from George Steinbrener to Jerry Seinfeld, from the Gowanus Canal to Estée Lauder, and, in the spirit of the course title, from Stuyvesant to Trump. Students will engage with the history of New York City via two three-page book reviews, a three-page site analysis, and two five-minute oral reports on assigned readings before conducting their own original research in consultation with the instructor that will culminate in a 15-page final essay. Attendance at all classes and participation in class discussions required. Same as L22 History 481B Credit 3 units. BU: HUM

L98 AMCS 481W History of Education in 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 agendas that have shaped American educational policy in different periods of our history. Same as L12 Educ 481W Credit 3 units. A&S IQ: HUM, SC, SD, WI EN: H

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 the complex intersections among U.S. political power on a global stage, and religious institutions and identities. Readings and discussions are organized around two very broad questions. First: How has this nation’s history been shaped by religious “others” both inside and outside its borders? Second: How have perceptions of those others in turn affected U.S. responses to circumstances of global consequence — including, for example, foreign policy and diplomacy, missionary activity, and economic practices?

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.

L98 AMCS 490A AMCS Portfolio Workshop: Academic Citizenship
How can I develop a stronger sense of academic identity and purpose? How can my research translate into opportunities beyond the classroom, from service to politics? In this workshop AMCS majors explore these questions while receiving support at a crucial milestone, the Senior Capstone. Through reflection and writing students develop a stronger intellectual identity, and consider how their research prepares them to participate in conversations and activities that transcend scholarship. We think about this participation as a kind of "academic citizenship": students leveraging their learning to engage intellectual, social, and political life in and beyond campus. Students do this primarily through consideration of their capstone research, happening concurrently in the AMCS Capstone Workshop or in an approved seminar. While encouraging majors to consider the intersection of their academic and personal goals, the workshop supports research (e.g., guest faculty discuss methodology), gives structure to activities already required for the major (e.g., the capstone abstract), and builds community (e.g., peer-led discussions). The workshop also provides time and space for students to curate their AMCS portfolio. The Fall Workshop is part of a new 1-credit workshop series designed to help AMCS majors develop their portfolio and provide additional training and support at particular milestones in the major. The portfolio and accompanying workshops are a response to students’ feedback. Graduating seniors tell us they would have liked more structured time to reflect on their work in the major; they would have liked to document their progress in the program more fully; and they wanted more opportunities to strengthen their class cohort. The Fall Workshop will provide all of those things, while centering students’ attention on their growth as scholars and engaged citizens. Credit 1 unit.

L98 AMCS 495A Religion and the State: Global Mission, Global Empire
This course explores the complex intersections among U.S. political power on a global stage, and religious institutions and identities. Readings and discussions are organized around two very broad questions. First: How has this nation’s history been shaped by religious “others” both inside and outside its borders? Second: How have perceptions of those others in turn affected U.S. responses to circumstances of global consequence — including, for example, foreign policy and diplomacy, missionary activity, and economic practices?

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 IQ: LCD, SC EN: H

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 IQ: HUM, SD EN: H

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 immobility and equality in the larger society. The collateral damage borne by the intergenerational transfer of social immobility and in/equality to future generations are integral to course discussions.

Same as L50 INTER D 4992
Credit 3 units. A&S IQ: LCD, SC EN: H

L98 AMCS 4995 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 4995
Credit 3 units. A&S IQ: HUM EN: H

L98 AMCS 4996 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 4996
Credit 3 units. A&S IQ: HUM, SD EN: H

L98 AMCS 4799 On Location: Exploring America
Every other 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 “On Location” webpage (https://amcs.wustl.edu/on-location).

Ampersand Programs
Ampersand Programs are special, multi-semester seminar programs open only to matriculating first-year students. An Ampersand Program combines a coherent, group-oriented learning experience with out-of-classroom activities while still allowing time for electives.
Ampersand Programs change each year and have included such topics as Missouri's Natural Heritage; The Theater as a Living Art; Women in Science; Phage Hunters; The Age of Pericles; The History, Memory, and Representation of the Holocaust; Writers as Readers; The Literary Culture of Modern Ireland; Medicine and Society; Global Citizenship Program; Mind, Brain and Behavior; Text and Tradition; and Biotech Explorers Pathway. Enrollment in each Ampersand Program has limited seating to ensure closely mentored personalized instruction. All Ampersand Programs constitute integrations and therefore fulfill one of the requirements for the Bachelor of Arts degree. Ampersand Programs are open to all Arts & Sciences students, regardless of their intended majors, and they complement any major or pre-professional curriculum.

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**Faculty**

**Participating Faculty**

**Jami Ake**
Assistant Dean; Senior Lecturer
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(Interdisciplinary Projects in the Humanities)

**David Balota**
Professor
PhD, University of South Carolina
(Psychological & Brain Sciences)

**Barbara Baumgartner**
Senior Lecturer
PhD, Northwestern University
(Women, Gender, and Sexuality Studies)

**Cindy Brantmeier**
Professor
PhD, Indiana University
(Applied Linguistics and Education)

**Stan Braude**
Professor of the Practice
PhD, University of Michigan
(Biology)

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

**Rebecca Clouser**
Postdoctoral Fellow
PhD, University of Indiana
(International and Area Studies)

**John Doris**
Professor
PhD, University of Michigan, Ann Arbor
(Philosophy-Neuroscience-Psychology)

**Jan Duchek**
Associate Professor
PhD, University of South Carolina
(Psychology)

**Erin Finneran**
Lecturer
PhD, Washington University
(English)

**Robert Henke**
Professor
PhD, University of California, Berkeley
(Performing Arts)

**Joseph Jez**
Professor of Biology
PhD, University of Pennsylvania
(Biology)

**Dirk M. Killen**
Associate Dean, College of Arts & Sciences
PhD, Harvard University

**Tabea Alexa Linhard**
Professor
PhD, Duke University
(International and Area Studies)

**Joe Loewenstein**
Professor of English
PhD, Yale University
(International and Area Studies)

**Jeffery S. Matthews**
Professor of the Practice in Drama
MFA, Virginia Commonwealth University
(Performing Arts)

**Erin McGlothlin**
Associate Professor
PhD, University of Virginia
(German and Jewish Studies)
Majors

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

Minors

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

Courses

L61 FYP 116 Ampersand: Geographies of Globalization and Development
This course provides an overview to the geographies of globalization and development in the world today. We begin by engaging with a variety of theoretical perspectives, definitions, and debates in order to establish the foundations upon which students can conceptualize and understand existing patterns of inequality, social injustice, and environmental conflicts. In order to further highlight the different ways in which development and globalization interventions are experienced and contested, in the second half of the course, we will focus our considerations toward specific contemporary issues at the forefront of globalization and development debates, including migration and refugees, urbanization, sustainable development, tourism, and alter-globalization social movements. This course is restricted to first-year students in the Global Citizenship Program.
Credit 3 units. A&S: AMP A&S IQ: SSC, SC, SD  BU: HUM, IS EN: S

L61 FYP 120A Ampersand: Introduction to Study of the Mind-Brain: Psychological, Biological, & Philosophical Perspectives
A consideration of three primary areas of research in cognitive science: attention, memory, and language. These topics are used to illustrate the techniques by which mental abilities are investigated and explained in psychology and neuroscience: the focus, in particular, is on the use of reaction time studies, brain imaging, and cell recordings to isolate the basic components that make up complex functions. In addition to the central concepts and theories in each area, the course will address philosophical implications of this research concerning how the mind and brain are related, how the mind-brain encodes or represents information, and the nature of consciousness. And there will be an emphasis on applying these findings to important problems, such as Alzheimer’s disease and deficits due to brain damage. The class is taught by three members of the faculty from different disciplines and combines a whole-group lecture with small discussion classes. The goal is to give students a good understanding of the interdisciplinary nature of cognitive science and to help them develop the ability to think and write critically about scientific research into the mind-brain.
Prerequisite: admission to the Hewlett Program in the Study of the Mind-Brain.
Credit 3 units. A&S: AMP A&S IQ: NSM BU: BA

L61 FYP 121 Ampersand: Pathfinder — A Sense of Place: Discovering Missouri’s Natural Heritage
Discovering Missouri’s Natural Heritage is the first course in the Pathfinder program, and it will introduce students to their new home for the next four years. This interdisciplinary course will cover Missouri geology, climate, archaeology, and native megafauna. We will explore many of the habitats found in Missouri (e.g., prairie, forest, glade, stream) as well as the biology of the state's diverse plant and animal wildlife.
(e.g., arthropods, mollusks, fish, salamanders, lizards, birds, mammals). This will provide a foundation that will inform each student’s study of ecology, policy, and management in other courses. In addition to weekly lectures and discussions, students in this class will visit sites across the state during three weekend camping trips and two one-day trips. Attendance on field trips is an essential component of the course. Course enrollment is open only to students admitted into the Pathfinder Fellowship program.

Credit 3 units. A&S: AMP BU: SCI

L61 FYP 141 Ampersand: Medicine and Society
This course provides the basic foundation in medical anthropology and cultural anthropology for students enrolled in the Medicine and Society Program. The purpose of the course is to introduce students to the central themes and theoretical approaches employed by medical anthropologists to study health and illness in cross-cultural perspective. Topical areas include analyses of disease, illness and sickness at micro and macro levels; impact of personal and interpersonal factors on health; health effects of social, political, and economic factors; relationship of anthropology to biological and social science approaches; ecology of health and development; and cross-cultural health studies of language, gender, and race/ethnicity. Note: Content for this course overlaps with and replaces Anth 160 for students enrolled in the Medicine and Society Program. Open only to students enrolled in the Medicine and Society Program.

Same as L48 Anthro 141
Credit 3 units. A&S: AMP A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

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

Credit 1 unit. A&S: AMP

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

Credit 1 unit. A&S: AMP

L61 FYP 181P Ampersand: Pathfinder: Environmental Seminar
A survey of pressing environmental issues, both local and global, as well as an introduction to the breadth of environmental work occurring on campus. Credit/no credit only.

Credit 1 unit. A&S: AMP

L61 FYP 1910 Ampersand: Phage Hunters
A research-based laboratory class for first-year students. Students join a national experiment organized by HHMI, with the goal of isolating and characterizing bacteriophage viruses found in the soil in the St. Louis area. Laboratory work includes the isolation and purification of a phage, DNA isolation and restriction mapping, and EM characterization of the phage. Several Washington University phages are selected for genome sequencing over winter break and then 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 of which is 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. Course is for first-year students in the Phage Hunters Program only.

Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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

Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L61 FYP 215 Ampersand: The Theatre as a Living Art
Moving in and out of practice and theory, this plan interweaves a traditional introductory acting course with discussions of dramatic theory and visits to rehearsals where directors and actors work to shape the play. Must be taken concurrently with Drama 228C. Course is for first-year students in the Theatre as a Living Art Program only.


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


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

Credit 1.5 units. A&S: AMP &S IQ: HUM, SC, SD Arch: HUM Art; HUM BU: BA EN: H

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

Credit 1.5 units. A&S: AMP &S IQ: SSC, SC, SD Arch: SSC Art; SSC BU: BA EN: S

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; and geographic information systems (GIS).
• Biological anthropology faculty focus on the evolution of humans; on the normal biological variation in living human populations; 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.

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Pascal R. Boyer
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PhD, University of Arizona
Professors Emeriti

David L. Browman (https://anthropology.wustl.edu/people/david-browman)
PhD, Harvard University

Robert L. Canfield (https://anthropology.wustl.edu/people/robert-canfield)
PhD, University of Michigan

Pedro C. Cavalcanti (https://anthropology.wustl.edu/people/pedro-c-cavalcanti)
PhD, University of Warsaw

James M. Cheverud (https://anthropology.wustl.edu/people/james-cheverud)
PhD, University of Wisconsin-Madison

Glenn C. Conroy (https://anthropology.wustl.edu/people/glenn-conroy)
PhD, Yale University

Gayle J. Fritz (https://anthropology.wustl.edu/people/gayle-fritz)
PhD, University of North Carolina at Chapel Hill

G. Edward Montgomery
PhD, Columbia University

Jane Phillips-Conroy (https://anthropology.wustl.edu/people/jane-phillips-conroy)
PhD, New York University

Erik Trinkaus (https://anthropology.wustl.edu/people/erik-trinkaus)
Mary Tileston Hemenway Professor in Arts & Sciences
PhD, University of Pennsylvania

Patty Jo Watson (https://anthropology.wustl.edu/people/patty-jo-watson)
Edward Mallinckrodt Distinguished University Professor Emerita
PhD, University of Chicago

Majors

The Major in Anthropology

Total units required: 34 units

• Required courses: 10 units

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<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>Anthro 150A</td>
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<td>3</td>
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<tr>
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<td>Introduction to Cultural Anthropology</td>
<td>3</td>
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<tr>
<td>Anthro 190B</td>
<td>Introduction to Archaeology</td>
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<tr>
<td>Anthro 397</td>
<td>Proseminar: Issues and Research in Anthropology</td>
<td>1</td>
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<tr>
<td>Total Units</td>
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<td>10</td>
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• 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 (GHE) if the students’ interests lie primarily within this area of anthropology. Students enrolled in the GHE track must complete the anthropology major required courses and the GHE required and elective courses as outlined below.

Total units required: 34 units

• Required courses: 16 units

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Departmental requirements: 10 units

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>Anthro 3283</td>
<td>Introduction to Global Health</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 361</td>
<td>Culture and Environment</td>
<td>3</td>
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<tr>
<td>Total Units</td>
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Global Health and Environment Track requirements: 6 units

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<tr>
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<td>10</td>
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• Elective courses: 18 advanced units (300 level or higher), of which 9 units must be at the 400 level, chosen from the approved list of GHE electives (https://anthropology.wustl.edu/global-health-and-environment-track-electives) available on the Anthropology website. GHE electives consist of approved courses listed under the Global Health heading and courses listed under the Environment heading. Students may take no fewer than 6 units from either list, with the remaining 12 units to come from the other list.

Additional Information

• Students should register under the L48 department code for any courses that will count toward the anthropology major.
• Courses taken pass/fail and courses in which a student earns less than a C- do not fulfill the major requirements.
• A maximum of 6 units of course work taken in University College (U69) may be counted toward the major.
• A maximum of 12 units of non-traditional day courses — including University College, study abroad, honors and directed-research courses — may be counted toward the advanced electives in the major. For details, please see below.

Research: Many anthropology courses include research components and final projects. Majors also can take part
in research at the beginning, intermediate or advanced level in any subdiscipline and gain credit through approved directed research 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 primates. Students may count a maximum of 3 units of directed research credit with any individual faculty member toward the major.

Senior Honors: Anthropology majors in the College of Arts & Sciences who wish to conduct a research project for Latin Honors, who have a minimum grade-point average of 3.65, and who have received the approval of a faculty adviser and the department honors coordinator may be enrolled in the honors program. Latin Honors involves both the 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 about study abroad policies (https://anthropology.wustl.edu/study-abroad-policy) is available on the anthropology department website or by consultation with the study abroad coordinator. Students may petition to count up to 9 units of study abroad elective credit toward the general anthropology major or up to 6 units of study abroad elective credit toward the GHE track of the major. Students should contact the anthropology study abroad coordinator to discuss the requirements for study abroad credit and to gain approval for the transfer of credit.

Transfer Credit: Students who wish to transfer credits from other institutions, including those abroad, must have approval from the director of undergraduate studies.

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. Internships may only be taken for pass/fail credit and do not count toward the major requirements.

Minors

The Minor in Anthropology

Total units required: 18 units

- Required courses: 6 units
  
  Two of the following three courses must be taken, and it is recommended that all three be taken:

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</table>

- 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 (GHE) if the student’s interests lie primarily within this area of anthropology. Students in the GHE track of the anthropology minor must take the departmental, track and elective requirements as outlined below.

Total units required: 18 units, 9 of which are required introductory level courses. There are 9 additional elective units as outlined below.

- Required courses: 9 units

  Departmental requirement: 3 units

  Any 100-level introductory anthropology course from the following list:

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  Global Health and Environment Track requirement: 6 units

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- Elective courses: 9 units taken from the approved list of GHE electives (https://anthropology.wustl.edu/global-health-and-environment-track-electives) available on the Anthropology website. GHE electives consist of approved courses listed under the Global Health heading and courses listed under the Environment heading. Students may take no fewer than 3 units from either list, with the remaining 6 units to come from the other list.

Additional Information

- Students should register under the L48 department code for any courses that will count toward the minor.
- Courses taken pass/fail and courses in which a student earns less than a C do not fulfill the minor requirements.
- A maximum of 3 units of course work taken in University College (U69) may be counted toward the minor. Online
courses taken through University College do not count toward the minor.

- A maximum of 6 units of non-traditional day courses — including University College, study abroad, honors and directed-research courses — may be counted toward the advanced electives in the minor. For details, please see below.

**Research:** Many anthropology courses include research components and final projects. Minors also can take part in research at the beginning, intermediate or advanced level in any subdiscipline and gain credit through approved directed research with faculty who have ongoing research projects. Research opportunities in anthropology labs include projects in archaeology, paleoethnobotany, geoaarchaeology, zooarchaeology, genetic studies, GIS, human osteology, human ecology and primate studies. Students may earn a maximum of 3 units of credit from directed research under a specific faculty member.

**Study Abroad:** The department recognizes and accepts courses from a number of semester or year abroad programs. Specific information about study abroad policies (https://anthropology.wustl.edu/study-abroad-policy) is available on the anthropology department website or by consultation with the study abroad coordinator. Students may petition to count up to 6 units of study abroad elective credit toward the general anthropology minor or up to 3 units of study abroad elective credit toward the GHE track of the minor. Students should contact the anthropology study abroad coordinator to discuss the requirements for study abroad credit and to gain approval for the transfer of credit.

**Transfer Credit:** Students who wish to transfer credits from other institutions, including those abroad, must have approval from the director of undergraduate studies.

**Internships:** Anthropology minors 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. Internships may only be taken for pass/fail credit and do not count toward the minor requirements.

**Courses**


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L48 Anthro 100 Earth's Future: Causes and Consequences of Global Climate Change

Earth's Future: Causes and Consequences of Global Climate Change examines 1) the physical basis for climate change; 2) how climates are changing and how we know and assess that climates are changing; and 3) the effects of climate change on natural and human systems. The course is team-taught and will involve participation by scholars across the university with expertise in specific subjects. This is a broad, introductory course for first year students and presumes no special subject matter knowledge on the part of the student.

Same as I50 INTER D 101
Credit 3 units. A&S: FYBB A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L48 Anthro 130 First-Year Seminar: The Ritual Landscape of Cahokia: Perspectives on the Politics of Religion & Chiefly Power

The purpose of this class is to engage and challenge first-year 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.

Credit 3 units. A&S: FYS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: HUM EN: S

L48 Anthro 132 First-Year Seminar: Past Tense, Future Imperfect: The Rise and Fall of Societies & 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: FYS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L48 Anthro 141 Ampersand: Medicine and Society

This course provides the basic foundation in medical anthropology and cultural anthropology for students enrolled in the Medicine and Society Program. The purpose of the course is to introduce students to the central themes and theoretical approaches employed by medical anthropologists to study health and illness in cross-cultural perspective. Topical areas include analyses of disease, illness and sickness at micro and macro levels; impact of personal and interpersonal factors on health; health effects of social, political and economic factors;
relationship of anthropology to biological and social science approaches; ecology of health and development; and cross-cultural health studies of language, gender and race/ethnicity. Note: Content for this course overlaps with and replaces Anthro 160 for students enrolled in the Medicine and Society Program. Open only to students enrolled in the Medicine and Society Program. CET (https://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course. Credit 3 units. A&S: AMP A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

L48 Anthro 142 Ampersand: 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://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course. Credit 3 units. A&S: AMP A&S IQ: LCD, SSC, SD 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 IQ: NSM Arch: NSM Art: NSM BU: SCI

L48 Anthro 160B Introduction to Cultural Anthropology
The course introduces the basic concepts, theories, and methods of cultural anthropology — an academic discipline that studies the diversity of human cultures and societies. The purpose is to provide a broad perspective on the types of research that anthropologists undertake, and to engage in a critical dialogue on how the work of anthropologists contributes to understanding the human condition. Introduction to Cultural Anthropology is a portal into more advanced anthropology courses, and is a requirement for all anthropology majors. Credit 3 units. A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: BA, HUM EN: S UColl: CD

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 IS 150 INTER D 160 Credit 3 units. A&S: FYBB, FYS A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA, IS EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA, HUM EN: S

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 IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S

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 IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, EN: S

L48 Anthro 209C 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.

Same as L52 ARC 200C.
Credit 3 units. A&S IQ: HUM, LCD Art: FAAM BU: IS EN: H

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 IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

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 IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

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. EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

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

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.

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 IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

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 Arch: SSC Art: SSC BU: IS EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: IS EN: S
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 IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: BA, IS EN: S

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 IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L48 Anthro 3059 New Departures in the Study of Culture, Health, and Medical Practices in Contemporary China
Drawing upon an interdisciplinary approach, this course addresses several major themes with a focus on the dynamics of China's unprecedented health care transformations. Topical issues covered will include: Biocultural Contexts of Disease; the Challenge of Aging in a Gray China; Health Inequalities and Social Stratification; And Values and the Medical Humanities in Public Health.**Students are encouraged to conduct ethnographic field research in a variety of settings including: community health centers, drug stores, city and district hospitals, clinics, public parks, clubs, temples and shrines, tea houses, cafes, restaurants, and school playgrounds and other places of interest. Must be enrolled in the study abroad program at Fudan University in Shanghai, China.
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S

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 IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S

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 IQ: NSM, AN, SD Arch: NSM Art: NSM BU: SCI

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 IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S

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 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 will be given to the ways thatanthropology is used to understand complex cultural and social processes in a region thoroughly shaped by globalization.
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S

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 (e.g., architecture, art, ceramics, metals, textiles, plant and animal remains), from the context of everyday life (e.g., households, food production, craft production) to the rituals and ceremonies (e.g., 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: BA, IS EN: S
L48 Anthro 3100 Defense Against the Dark Arts: an Anthropological Approach to the Study of Religion and Health
This class is a comparative survey of religion, magic, and witchcraft as they are related to concepts of the body, health, healing, and death across cultures. As such, students in this class will be expected to simultaneously learn details from particular magical and healing traditions studied in class, as well as to relate these details to theories about within the discipline of Anthropology (medical, cultural, psychological) and the field of Religious Studies. Special themes addressed in the class are the reasonableness of belief in magic, religion and religious practice as "magical," the body and definitions of health, healing, and illness and disease as symbolically, culturally, even magically constructed and experienced.
Credit 3 units. A&S IQ: LCD, SSC BU: BA, ETH EN: S

L48 Anthro 3101 Topics in Anthropology: Sense of Place: St. Louis
Where is home? How do you know where you’re from? Our points of origin (cultural, linguistic, geographic) often shape our life trajectories by telling us who we are and where we belong. The embodied ways we move through the world, and our experiential relationships to particular places (in both the built and natural environment) also influence our sense of shared history and community. At the same time, the asymmetrical acceleration of travel and communication technologies has produced a globalized world that invites us to redefine the scale and scope of our neighborhoods. With the potential to be everywhere and nowhere at the same time, how do we maintain a sense of place? Anthropologists ask how and why certain places come to hold strong and lasting meaning to people. Together, we will study localization and placemaking practices through close ethnographic readings and with site visits to marked places, non-places, and contested spaces throughout the St. Louis area. This course explores the creativity and politics of place to ask, anew, what it means to be human in the early 21st century.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

L48 Anthro 3102 Topics in Anthropology: Bioprospecting
What do the opium poppy, the white willow tree, spoiled sweet clover, Madagascar periwinkle, and the fungus Penicillium have in common? Each of these species contains biochemicals that have been tapped to "advance" medicine. Biodiversity prospecting or "bioprospecting" can be defined as the systematic search for biochemical and genetic information in nature in order to develop commercially valuable products for pharmaceutical, agricultural, cosmetic, and other applications. Contemporary medical innovation depends on bioprospecting to remain "cutting edge," but what are the human and ecological costs of this emerging industry? This course explores the environmental impacts and ethical implications of the global search for new biological resources. We will study the role of indigenous knowledge, the problem of biopiracy, the politics of intellectual rights, and patenting culture in our quest to understand what is at stake in the regulation, reform, and growth of this problematic yet promising practice.
Credit 3 units. A&S IQ: SSC BU: HUM EN: S

L48 Anthro 3103 Topics in Anthropology: Politics of Medicine and Science in Africa
As a contemporary space, Africa presents as a seeming paradox: it is at once portrayed as a space of disorder, conflict, and lack and simultaneously as a site of innovation, development, and potential, particularly in the domains of medicine, science, and technology. This course refuses both of these straightforward narratives of lack and potential, considering Africa as a problem space in which and about which knowledge is produced. The course begins with the colonial politics of knowledge production, surveying imperial narratives of experimentation, development, and progress. The second part of the course explores contemporary conundrums in medicine and science on the continent, delving into the politics of global health interventions and various scientific practices. We will cover such topics as humanitarian aid, pharmaceuticals, biometrics, genetics and genomics, HIV, ebola, climate and environment, and psychiatry and global mental health, among other topics. It will be our task to understand how medicine and science — as value-neutral domains of "progress" and "development" — legitimate forms of intervention, care, and violence in the pursuit of a particular notion of the "common good."
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

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 IQ: HUM, LCD Arch: SSC BU: HUM

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 IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

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 IQ: LCD, SSC Art: SSC BU: BA EN: S

L48 Anthro 3151 Evolution of the Human Diet
Many researchers and health enthusiasts believe that the abandonment of our "Paleolithic" diet and lifestyle with the onset of agriculture some 10,000 years ago has lead to a rapid decline in health and perpetuated countless "diseases of civilization." While diet fads come and go, it seems this
new enthusiasm for "Paleo diets" is here to stay. But what is a "Paleo diet" anyway? Through a comparative evolutionary and anthropological approach we will examine the diets of extinct hominins, our extant primate relatives, ethnographic and contemporary foraging peoples, and even our own dietary habits. We will strive to answer key questions about diets in prehistory and their implications for living people today: How do we know what our ancestors ate? How have dietary hypotheses been used to explain processes in human evolution? How bad is agriculture for global health? What role did certain foods play in shaping our modern physiology? Are we maladapted to our contemporary diets? What does it mean to eat "Paleo"? A mix of discussion and lecture will encourage students to develop their own interests in human evolution and nutrition.

Credit 3 units. A&S IQ: SSC Art: SSC BU: SCI EN: S

### L48 Anthro 3152 Archaeology of Ancient Egypt

This course will cover major topics in the archaeology of ancient Egypt, incorporating the latest debates and archaeological discoveries. The course will emphasize Egyptian material culture, including settlements, landscapes, cities, tombs, pyramids and temples, in order to model the wider cultural and social development over the past five millennia as well as the place of Egypt, globally. Students will learn to critically approach and assess Egyptian material culture in order to understand the social, historical, and geographical context of ancient Egypt — one of the most intriguing cultures in human history.

Credit 3 units. A&S IQ: SSC BU: ETH, IS EN: S

### L48 Anthro 3156 Topics in Chinese Social Development at Fudan

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

### 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H UColl: CD

### L48 Anthro 3163 Archaeology of China: Food and People

China is a country with a large population, diverse landscapes, and unique food. This course will explore the origins of Chinese food in the context of the formation of Chinese societies. During the last two decades, the archaeology of China has become a fast moving subject with advances in methods, theories and changes of key perceptions. In this context, the beginning and spread of food production in China has become one of the key questions in current archaeology. We will focus on the process of domestication of plants and animals in various regions of China during the Holocene. We will explore how those processes relate to the dietary practices of the Old World, such as those of South and Southwest Asia. This course will pursue answers to the following questions: Why did the Chinese ways of living and eating change from those in the West? How production and consumption in China were shaped by food globalization in prehistory?

Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

### L48 Anthro 3181 Humans and Animals

This course uses anthropological and evolutionary data to tell the story of how changing human-animal relations influenced the humans of the long term. In this course we explore the history of western conceptual divisions between humans and animals, which contrast with more fluid boundaries in other regions. Subsequent lectures focus on hunting and symbolic relations with wild animals through time, relying on ancient animal bones, ancient art and texts. Current and future human-animal relationships will also be discussed. The goal of this course is to provide an overview of ways that animals have influenced human life in the 21st century. Changing environments and animal behavior form the backdrop to cultural discussions.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

### 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 Jeno. 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 IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

### 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 IQ: LCD, SSC, SD Art: SSC BU: BA EN: S
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 IQ: LCD, SSC Art: SSC BU: BA IS EN: S

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 IQ: SSC Art: SSC BU: BA EN: S

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 SC SD BU: BA EN: S

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 IQ: LCD SSC SC SD Art: SSC BU: ETH IS EN: S

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 IQ: HUM, LCD BU: HUM IS EN: H

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 IQ: SSC Art: SSC BU: BA EN: S

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 IQ: SSC Art: SSC BU: BA EN: S

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 IQ: HUM, LCD BU: HUM IS EN: H

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 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.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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 IQ: NSM Arch: NSM Art: NSM BU: BA

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 IQ: SSC Arch: SSC EN: S

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 Arch: SSC Art: S

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 IQ: LCD, SSC Arch: SSC Art: SSC BU: ETH EN: S

L48 Anthro 3312 Topics in Islam: 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 JIMES 3622

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H UColl: CD

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.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH

L48 Anthro 3333 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 IQ: LCD, SSC Arch: SSC BU: BA

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 IQ: SSC Art: CPSC, SSC BU: BA EN: S

L48 Anthro 3383 Cognition and Culture
This course examines the influence of evolved cognitive dispositions (the way natural selection engineered the human mind) on the transmission of cultural knowledge. Dispositions present from early childhood make certain kinds of cultural knowledge particularly easy to acquire, and therefore, culturally stable. We also consider the evidence for differences in cognitive processes triggered by different social environments. Emphasis is on empirical studies and experimental methods in the study of cultural similarity and differences. Prerequisite: Psych 100B, Anthro 160B or permission of instructor.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

L48 Anthro 3336 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 analysis, which introduces a combination of qualitative and quantitative linguistic research methods.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA EN: S

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.

L48 Anthro 341 Health and Wellness in the Community: A Service Learning Seminar
This 4-credit course is designed to be an interactive course whereby students will volunteer with a local/community-based health or health-affiliated organization under the supervision of an anthropology faculty member and explore the anthropological theories and methods of analyzing applied service and research. Students will be expected to be in class with the instructor twice a week for 1.5 hours each time and volunteer a minimum of 4-5 hours each week at an approved social service organization, which must be confirmed during first two weeks of the semester. In-class readings and assignments will be topical and relevant to current events, local issues, and the relationships among community and health. Students must have taken L48 141 and L48 142.

Credit 4 units. A&S IQ: SSC BU: HUM EN: S

L48 Anthro 3414 Topics in Social Research at Fudan
Credit 3 units. A&S IQ: SSC EN: S

L48 Anthro 342 Advanced Seminar in Medicine and Society: Patients, Politics and Policy
This course is designed to build on the foundations provided in the First-Year Medicine and Society Seminar. It will interrogate current health-related issues, including gender, sexuality, politics, policy, and economics, and it will also explore how these and many other issues, demographics, and so on impact current health- and healing-related decisions and policies. We will read about and unpack contemporary issues in health care (e.g., insurance, big pharma, gender and sexuality, race) and have local experts visit to talk about their practical experience with and in health care. Students will be expected to engage with ethnographic, medical, economic, political, and sociological material as well as with current journalism to interrogate the topic. This course will meet twice per week for 1.5 hours.

Prerequisites: Anthro 141 and Anthro 142.
Credit 3 units. A&S IQ: SSC BU: BA EN: S

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 IQ: LCD, SSC Art: SSC BU: ETH EN: S

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 IQ: LCD, SSC Art: SSC BU: BA EN: S

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 IQ: LCD, SSC Arch: SSC Art: CPSC, SSC BU: ETH, IS EN: S

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
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. Art: SSC BU: BA

L48 Anthro 3521 Anthropology of Human Rights

This course draws on anthropological scholarship to examine doctrines, practices, and institutions associated with international human rights law. Topics to be covered include: (1) colonialism and the history of international human rights law; (2) the complex theoretical issues raised by attempts to define and apply human rights concepts in different cultural contexts; (3) the role of governments, NGOs, and other international institutions in promoting human rights and humanitarianism; (4) key human rights issues such as freedom of religion, cultural rights, women's rights, and economic rights in different cultural contexts.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 JIMES 354
Credit 3 units. A&S IQ: LCD, SSC, SC, SD BU: IS EN: S

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 Arch: SSC Art: CPSC, SSC BU: ETH EN: S

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 IQ: SSC Art: SSC BU: BA EN: S

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 IQ: SSC Art: SSC BU: ETH EN: S

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 IQ: SSC Art: SSC BU: IS EN: S

L48 Anthro 3613 Follow the Thing: Global Commodities & Environment

Who picked your strawberries? Is your produce still "local" if the hands that harvested it traveled thousands of miles to do the job? This course re-examines the root causes of the global and local environmental problems we read about every day, with an emphasis on historical and contemporary drivers of human migration. Topics include the production and consumption of "natural" resources, the politics of migration and agriculture, and the cross-border commodification of human labor and the environment. Anthropology is historically associated with the study of "remote" societies and "exotic" places often imagined as having little everyday connection with the rest of the world. This course will challenge you to reconsider the meanings of "global" and "local" by introducing new social scientific approaches to studying the key problems that have connected (and disconnected) diverse human populations throughout the late 20th and early 21st centuries: growing disparities in material wealth, natural resource depletion, energy overconsumption, inequitable access to care, and beyond.
L48 Anthro 3615 Environmental Anthropology
This course will provide students with a working knowledge of how the study of humans across space and time has fundamentally impacted the way we understand the idea of nature, the environment and what it means to be human. The course will ground students in both historical and cutting-edge anthropological theories with units on subsistence, transformative nature, imagining wilds in the Anthropocene and pluralizing environmentalisms.
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, HUM EN: S

L48 Anthro 3616 Ecofeminism: 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 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 IQ: SSC, SC, SD Art: CPSC, SSC BU: BA EN: S

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 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 environmental politics.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

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 Art: CPSC BU: BA EN: S

L48 Anthro 3619 Dimensions of Waste
Waste is not apolitical. Its conception, creation and management are deeply cultural practices. Students will learn how local stories integrate to larger, cutting-edge research on waste, gleaned from direct, in-person contact with leading waste scholars. Students will have direct contact with renowned experts visiting for the 2017-2018 Mellon Foundation Sawyer Seminar on Wastelands. Course content will draw from core texts in environmental anthropology and ecocritical theory. We will learn to analyze contemporary perspectives on waste by reading scholarly and activist "texts" (publications, author visits, blog posts, etc.) as not only disseminators of facts, but also as cultural artifacts of specific epistemologies of waste. Students' final project will be to produce a mini-documentary or podcast using their own original fieldwork interviews to demonstrate the flows of waste in the local St. Louis community.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: CPSC, SSC BU: BA EN: S

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 IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

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 IQ: LCD, SSC Art: SSC BA: ETH
EN: S

L48 Anthro 3625 The Female Life Cycle in Cross-Cultural Perspective
This course will examine the biology of the female reproductive cycle — menarche, menstruation, and menopause — and its cultural interpretation around the world. Topics covered will include the embryology of human sexual differentiation, the biology of the menstrual cycle and how it influences or is influenced by various disease states, contraception, infertility, cultural taboos and beliefs about menstruation and menopause, etc. The course will utilize materials drawn from human biology, clinical gynecology, ethnography, social anthropology, and the history of medicine and will examine the interplay between female reproductive biology and culture around the world.
Credit 3 units. A&S IQ: LCD, NSM Arch: NSM Art: NSM BU: SCI

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 and 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 IQ: LCD, SSC Arch: SSC Art: SSC BU: SCI

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 IQ: SSC Art: SSC BU: SCI

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 IQ: SSC Art: SSC BU: BA EN: S

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 IQ: SSC Art: SSC BU: BA EN: S

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 IQ: NSM Art: NSM BU: SCI

L48 Anthro 3662 Primate Conservation Biology
This course 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 IQ: NSM Art: NSM BU: SCI

L48 Anthro 3665 Observing Animal Behavior at the Saint 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. Art: NSM

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 IQ: SSC Art: SSC EN: S

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 IQ: NSM Art: NSM BU: SCI

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 inquiry, 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 (e.g., paleodiet, paleodemography, disease). Ethical and legal issues of using human remains worldwide also are addressed. This course helps train and stimulate academic inquiry into ancient and modern societal treatment of death around the globe. The time covered in this course ranges from the Lower Paleolithic to the contemporary world. Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

L48 Anthro 373 Introduction to GIS for Anthropologists
The 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 surveys 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 with the methodologies and tools used to collect and analyze spatial data. Students will gain expertise engaging with data situated across a number of spatial scales, from households, communities, and cities to landscapes, nations, and global phenomena. Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

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 IQ: LCD, SSC Art: SSC BU: BA EN: S UC: SCI

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 IQ: LCD, SSC Art: SSC EN: S

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 IQ: SSC Art: SSC EN: S
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 IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: IS EN: S

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 IQ: NSM Arch: NSM Art: NSM

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 IQ: LCD Arch: HUM Art: HUM BU: BA EN: H

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, ways that meanings and “healing” are themselves created inform the sounds of the music that 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.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

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 course 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 IQ: SSC Art: SSC BU: BA EN: S

L48 Anthro 387 Medical Anthropology
The comparative study of non-Western medical systems. The definitions of health and disease, the kinds of treatment and varieties of practitioners in other cultures, e.g., Navaho, India, China.
Credit 3 units. Art: SSC BU: IS

L48 Anthro 3874 International Public Health
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 IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

L48 Anthro 3876 Darwin and Doctors: Evolutionary Medicine and Health

Back pain, diabetes, obesity, colds, even morning sickness. These are all common human health problems. But have you ever wondered why we have these and other health conditions? In this class, we will investigate this question - and others - specifically using evolutionary theory to inform current understandings of contemporary health problems.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 nationalistic 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, SC, SD EN: S

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.

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 IQ: SSC Arch: SSC Art: SSC BU: EN: S

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.

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.

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 INTER D 4002

Credit 1 unit.
L48 Anthro 4003 Interrogating Health, Race and Inequalities: Public Health, Medical Anthropology and History

This 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.

Credit 3 units.

L48 Anthro 401 Evolution of Nonhuman Primates

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 IQ: NSM Art: NSM

L48 Anthro 4011 Popular Culture and Consumption in Modern China

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 these 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 IQ: LCD, SSC Arch: SSC Art: SSC En: S

L48 Anthro 4012 Transnational Reproductive Health Issues: Meanings, Technologies, Practices

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 these 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 IQ: LCD, SSC Arch: SSC Art: SSC En: S

L48 Anthro 4013 Culture, Illness and Healing in Asia

This course integrates interdisciplinary 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.

Credit 3 units.

L48 Anthro 402 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 IQ: LCD, SSC Art: SSC En: S

L48 Anthro 403 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 IQ: LCD, SSC Art: SSC

L48 Anthro 404 Islam Across Cultures

This course integrates interdisciplinary 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.

Credit 3 units.

L48 Anthro 405 Interrogating Health, Race and Inequalities: Public Health, Medical Anthropology and History

This 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.

Credit 3 units.

L48 Anthro 406 Interrogating Health, Race and Inequalities: Public Health, Medical Anthropology and History

This 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.

Credit 3 units.
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 IQ: NSM Art: NSM

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 IQ: HUM, LCD EN: H

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

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 IQ: SSC, SC, SD, WI Arch: SSC Art: SSC EN: S

L48 Anthro 4100 Topics in Anthropology: Controversies and Consensus in Biological Anthropology
There are many topics in biological anthropology at the cutting edge of our knowledge that remain contentious. Such controversies often offer some of the most exciting avenues of current research and thought in biological anthropology. This class aims to address such controversies by debating opposing views and attempting to find a consensus. Topics will be introduced in lecture form by the professor giving a background to the controversy and presenting foundational data. Students will then engage in the subject by reading primary literature, debating the merits of opposing views, and attempting to reach a consensus. Topics will encompass multiple areas of biological anthropology, including paleoanthropology, primatology, human biology, and behavioral ecology. Credit 3 units. A&S IQ: LCD, SSC EN: S

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 IQ: LCD, SSC Art: SSC EN: S

L48 Anthro 4104 Topics in Anthropology: Archaeology of Sex and Gender
Archaeology is uniquely situated for providing a broad, holistic perspective on issues of sex, gender, orientation, identity, and representation. Consistent with the multivocal orientation of modern anthropological and archaeological practice, gender studies in archaeology originate from a variety of theoretical perspectives and research goals. This course will introduce students to this broad literature and situate the development of an "archaeology of gender" both theoretically and historically. This course is about drawing on traditionally underrepresented perspectives in the interpretation of the archaeological record and investigating the lives and histories of groups and individuals not often considered to be central to our understanding of the past. Credit 3 units. A&S IQ: SSC BU: BA EN: S

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 IQ: SSC Art: SSC EN: S

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, Schepers-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 IQ: SSC Art: SSC EN: S

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 IQ: LCD, SSC Art: SSC BU: ETH EN: S

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 and inequality, prison cultures, deviance and resistance, deviant personalities, forensic psychiatry, deviant vs. socially sanctioned violence, and stigma. Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC EN: S

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 lends 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 open-endedness, 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 IQ: SSC Art: SSC EN: S

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

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 IQ: LCD, SSC Arch: SSC Art: SSC EN: S

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. Art: SSC EN: S

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 IQ: SSC Art: SSC EN: S

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 IQ: SSC, SD Art: SSC EN: S

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 ten years, AIDS will 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 will 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.
Credit 3 units. A&S IQ: SSC, SD Art: SSC EN: S

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 IQ: SSC Art: SSC BU: ETH EN: S

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 IQ: SSC, SD Arch: SSC Art: CPSC, SSC EN: S

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 IQ: NSM Art: NSM BU: BA

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 IQ: NSM Art: NSM

L48 Anthro 4194 Primate Ecosystemology
The ability of an organism to defend itself against infection by viruses, bacteria, and parasites is critical to organismal survival and fitness. The response of the host immune system is vital in this defense, and like any phenotype, we observe variation in immune function between individuals, populations and species. The field of ecomimunology seeks to characterize and explain how the environment of the organism contributes to this observed variability in the host immune response. In this class, we will examine the evolution and function of the primate immune system, primarily in non-human primates, within the context of the extensive social and ecological variability in the primate order. We will take a broad and integrative approach, synthesizing material from diverse fields including immunology, ecology, physiology, behavior and genetics. Prerequisites: Anthro 150A or Biol 112.
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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
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 IQ: SSC, WI Arch: SSC Art: SSC EN: S

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 3612. Credit 3 units. A&S IQ: SSC Art: SSC EN: S

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 IQ: SS, WI Arch: SS Art: SS EN: S

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: Anth 190BP or an introductory botany course, or permission of instructor.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

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 IQ: SSC Art: SSC

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 IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L48 Anthro 4215 Anthropology of Food
The rising interest in food research crosses 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 IQ: LCD, SSC Art: SSC EN: S

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
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 IQ: SSC, SD EN: S

L48 Anthro 4280 Tourism & Sustainability
This course offers an introduction to the political, cultural, and environmental effects of global tourism with an emphasis on problematic travel trends (e.g., ecotourism) and sustainable development discourse. Topics include the history of tourism, tourism studies, critiques of authenticity and aesthetics, virtualism, political economy, island studies, political ecology, and critical social theory. Each student prepares a research paper or podcast on a tourism case study. Readings offer anthropological perspectives on the history of tourism; cultures of consumption; problems of authenticity and aesthetics; political economy and ecology; and the challenge of achieving “sustainable” tourism development across diverse natural environments. We will explore tourism as both a cause and effect of globalization (and “localization” movements) by tracking the consumer habits of emerging tourist markets, and we will cover ethnographic readings on “ecotourism” and the role that nostalgia plays in influencing domestic and international travel patterns. We will further consider tourism with regard to the production and consumption of “tradition,” and we will tackle ethically problematic tourist sites.
Credit 3 units. BU: BA, ETH, IS

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 IQ: SSC Art: SSC EN: S

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

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 Art: SSC EN: S

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 Art: SSC EN: S

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 IQ: SSC Art: SSC EN: S

L48 Anthro 4321 History of Biological Anthropology
The history of biological anthropology is traced from Darwin's time to the present. Factors that influenced major theories and subfields of biological anthropology are discussed, along with current directions. Topics will include race, primate and fossil hominin tool use, adaptationism, evolution of the brain, and the human-chimp split, among other issues. Prerequisites: 6 units of coursework in Biological Anthropology or permission of instructor.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S

L48 Anthro 434 Behavioral Research at the Saint Louis Zoo
Students conduct research at the Saint 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 IQ: NISM, WI Arch: NISM Art: NISM BU: BA

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 IQ: SSC EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

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 IQ: LCD, SSC, SD Art: SSC EN: S

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 IQ: LCD, SSC BU: BA, IS EN: S

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 IQ: SSC EN: S

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 local and global 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 IQ: SSC, WI Art: SSC EN: S

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 IQ: SSC Art: CPSC, SSC EN: S
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. A&S IQ: SSC Arch: SSP Art: SSP EN: S

L48 Anthro 4480 Anthropology and Creative Writing
Creative writing has much to offer anthropology. This course explores how methods of artistic writing and expression can shape stories and studies of cultural life in the global world. We consider the uses of journalism, fiction, memoir, poetry, and cinema in anthropology's understanding of the richness, the deep emotional tone, and also the dangers of human experience. We look at such issues and themes as the ordinary life and everydayness, coming of age and fitting in, the feeling of being at home and senses of place, narratives of illness and affliction, how people cope with trauma and violence, what makes our bodies powerful or vulnerable, and why things really matter. Although students are actively involved in writing stories, this is not a writing intensive course.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

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 IQ: LCD, SSC, WI Arch: SSC Art: SSC EN: S

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 IQ: LCD, SSC, SC, SD, WI Arch: SSC Art: SSC BU: ETH EN: S

L48 Anthro 4555 Digital Digging: An Introduction to Archaeological Geophysics
In this class we will be exploring the history, technology, and application of geophysics in archaeology. In doing so, students will be provided with the opportunity to gain hands-on experience collecting, processing, visualizing and interpreting data from a variety of instruments that include ground-penetrating radar (GPR), magnetometry, electromagnetic induction (conductivity), and magnetic susceptibility. Prerequisites: Anthropology 190B Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

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 IQ: SSC Art: SSC

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 IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L48 Anthro 4564 Archaeobotanical Analysis
Advanced laboratory and analytical techniques. Prerequisite: Anthro 4211 or permission of instructor.
Credit 3 units. EN: S

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 who 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 IQ: SSC Arch: SSC EN: S

L48 Anthro 4581 Principles of Human Anatomy and Development
This course will discuss the anatomy of most of the functional systems of the human body. Topics covered will include the peripheral nervous system, respiration, circulation, the skeletal system, the gastro-intestinal tract, the urogenital system, the male and female reproductive systems, locomotion, manipulation, and control of vocalization, the visual system, the auditory system and the olfactory system. Selected topics in human embryology will also be introduced. The course provides valuable preparation for any student interested in human biology, anthropology, medicine or the health sciences.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
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 IQ: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM

L48 Anthro 4591 Human Functional Morphology
A detailed consideration of the functional correlates of muscle-skeletal form in recent and ancient humans and our close primate relatives as a means for understanding the behaviors responsible for driving the evolution of human anatomy. Emphasis is placed on the structure and development of the bones, joints, and teeth; the soft tissues that impinge upon individual bones; and the biomechanical demands that affect bone and joint structures.
Credit 3 units. A&S IQ: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM

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: NSM Art: NSM

L48 Anthro 4601 Topics in African American Studies
There is growing awareness of the legacies of historical racial violence in the United States and a related increase in reckoning efforts. Area histories of enslavement, lynching, and other racial terror and dispossession relate to inequality, conflict, and violence in the same places today. These “haunting legacies” include heart disease and other health disparities, homicide rates, white supremacist mobilization, and corporal punishment in schools. Meanwhile, many communities and institutions are moving to acknowledge and address legacies of historical racial violence in various ways. This course combines seminar-style readings and writing on legacies of racial violence with a practicum component, during which individual students or groups of students will conceptualize and develop interventions intended to clarify and disrupt legacies of racial violence to facilitate contemporary reckoning. The practicum will explore and support a broad range of interventive efforts, including public policy measures, original research projects, archival development, commemorative efforts, and a related array of mediums, including visual art, design, film, digital projects, and other creative approaches.
Same as L90 AFAS 4601
Credit 3 units. A&S IQ: SSC, SC, SD 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 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 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 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 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 IQ: SSC, SC, SD Art: SSC EN: S

L48 Anthro 473 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 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 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 IQ: LCD, SSC Art: SSC EN: S

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 IQ: LCD, SSC Art: SSC EN: S

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 IQ: SSC Art: SSC EN: S

L48 Anthro 481 Zoarchaeology
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 IQ: NSM Art: NSM
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 JIMES 485
Credit 3 units. EN: H

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 IQ: SSC Art: SSC

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 IQ: SSC Art: SSC EN: S

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

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 IQ: SSC Art: SSC EN: S

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 IQ: LCD, SSC Art: SSC EN: S

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 IQ: SSC, WI EN: S

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 IQ: SSC Art: SSC EN: S

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 IQ: SSC Art: SSC EN: S

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 IQ: NSM

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.

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.
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 IQ: HUM Art: AH EN: H

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.

Arabic
The Department of Jewish, Islamic, and Middle Eastern Studies 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 Middle 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 postsecondary study of the language is required. Any units received from back credit cannot be counted toward the major or minor.

Faculty
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PhD, Harvard University

Professors
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Professor of Hebrew Language and Literature
PhD, University of Pennsylvania

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PhD and Habilitation, Free University of Berlin

Associate Professors
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Senior Lecturer in Arabic
PhD Candidate, Washington University in St. Louis

Younasse Tarbouni
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Lecturers

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Associate Professor of French and International and Area Studies
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 Majors

The Major in Arabic

Units required: 24 advanced, in addition to prerequisites

Prerequisites:

- 100- and 200-level Arabic, by course work or by placement. (A student who skips the first four semesters of language courses by placement must successfully complete the fifth semester.)
- JIMES 210C Introduction to Islamic Civilization and JIMES 208F Introduction to Jewish Civilization: History and Identity (Students with substantial prior course work may substitute an additional upper-level course with permission of their advisor and the director of undergraduate studies.)

Requirements:

- 12 credits in 300- and 400-level language courses
- 6 credits in 300- and 400-level other JIMES courses, distributed as the student wishes
- At least 3 credits in 300- and 400-level courses in a JIMES culture other than that of the selected language tradition
- 3 credits in a departmental capstone course to be taken during the senior year. (Students may take this course during their junior year with permission of their adviser and the director of undergraduate studies.)

Additional Information

Students enrolled in preapproved 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 director of undergraduate studies. Summer programs and transfer courses can be granted as many as 6 credits subject to review by the student's adviser and the director of undergraduate studies. A limit of 9 credits in total can be applied to the major, whether the credits are earned in study abroad or summer programs or via transfer credit. For more information about preapproved study abroad programs, please visit the Jewish, Islamic, and Middle Eastern Studies Study Abroad Program website (https://jimes.wustl.edu/studyabroad).

Students must maintain an average of B in all courses for the major. A grade of B- or higher must be earned in each language course in order to advance to the next level.

No course taken pass/fail can count toward the prerequisites or the major.

A student may request credit for courses taken outside of the department (other than those that are cross-listed) by seeking
the permission of the director of undergraduate studies and the department chair.

To be eligible to write a senior thesis, a student must maintain a grade-point average of 3.65 through the sixth semester. Senior thesis writers should sign up for an appropriate 3-credit course during both the fall and spring semesters. (The 6 credits from these courses can be applied to the primary area of study.)

Minors

The Minor in Arabic

Units required: 18, in addition to prerequisites

Prerequisites:

• Both semesters of 100-level Arabic, by course work or by placement

Requirements:

• JIMES 210C Introduction to Islamic Civilization or JIMES 208F Introduction to Jewish Civilization: History and Identity
• 9 credits in 300- or 400-level JIMES courses in Arabic language
• 6 credits in 300- or 400-level other JIMES courses, distributed as the student wishes

Additional Information

Students enrolled in preapproved Washington University study abroad programs during the regular academic semester, in summer programs, and in transfer courses can earn a maximum of 3 units subject to review by their adviser and the director of undergraduate study.

Students must maintain an average of B in all courses for the minor. A grade of B- or higher must be earned in each language course in order to advance to the next level.

No course taken pass/fail can count toward the prerequisites or the minor.

A student may request credit for courses taken outside of the department (other than those that are cross-listed) by seeking the permission of the director of undergraduate studies and the department chair.

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).

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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

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 JIMES 210C
Credit 3 units. A&S IQ: HUM, LCD Art: LCD BU: ETH, IS EN: H

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 IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S UColl: CD

241
L49 Arab 307D Advanced Arabic I
Continuation of Arab 208D. Competence in reading, writing, speaking, and listening are 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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

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 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD, SD BU: HUM, IS EN: H

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 IQ: HUM, LCD EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM BU: IS EN: H

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. Art: HUM BU: HUM

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 JIMES 361 Credit 3 units. A&S IQ: HUM EN: H

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 how these three disciplines have shaped various aspects of social life within premodern Muslim communities. 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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<tr>
<th>Course Code</th>
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<td>L49 Arab 4001</td>
<td>Capstone Seminar</td>
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<td>Islam and Politics</td>
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<td>L49 Arab 405 Colloquial Arabic</td>
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<td>L49 Arab 407 Fourth-Level Arabic I</td>
<td>A continuation of the Arabic sequence for students who have attained the requisite proficiency in reading, writing, speaking, and listening to Modern Standard Arabic (MSA).</td>
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<td>L49 Arab 408 Fourth-Level Arabic II</td>
<td>Focused reading and discussion of texts written by modern Arab intellectuals. These texts will center on the interrelated topics of modernity, politics, and religion. The course will emphasize the following: (1) increasing reading speed; (2) increasing depth of reading comprehension; (3) strengthening grammar; and (4) building Arabic-to-English translation skills.</td>
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<td>L49 Arab 450 Topics in Classical Arabic Literature and Culture</td>
<td>Exploration of medieval Arabic Belles-Lettres (Adab). All texts read in Arabic. Prerequisite: senior standing.</td>
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<td>L49 Arab 451 Topics in Modern Arabic Literature and Culture</td>
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<td>L49 Arab 464 Arabic Textual Analysis</td>
<td>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.</td>
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<td>L49 Arab 4675 Beyond the Harem: Women, Gender, and Revolution</td>
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<td>L49 Arab 470 Topics in Classical Arabic Literature in Translation</td>
<td>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.</td>
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<td>L49 Arab 471 Topics in Modern Arabic Literature in Translation</td>
<td>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.</td>
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<td>L49 Arab 488 Independent Work for Senior Honors</td>
<td>This course to be taken in the fall semester. Prerequisite: senior standing, eligibility for honors, and permission of the department.</td>
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<td>A&amp;S IQ:</td>
<td>HUM</td>
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</table>
L49 Arab 497 Guided Readings in Arabic
Prerequisites: senior standing and permission of instructor and department chair.
Credit variable, maximum 5 units.

L49 Arab 498 Guided Readings in Arabic
Prerequisites: senior standing and permission of the instructor and the department chair.
Credit 3 units.

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 program 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 in areas such as prehistoric pastoralism, hunter-and-gatherer societies, Mayan archaeology, and Greek and Roman archaeology to methodological approaches involving 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 on 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 the use of ancient documents to investigate 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 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

Program Director
Sarah Baitzel (https://anthropology.wustl.edu/people/sarah-baitzel)
PhD, University of California, San Diego
(Anthropology)

Endowed Professors
T.R. Kidder (https://anthropology.wustl.edu/people/tristram-r-kidder)
Edward S. and Tedi Macias Professor in Arts & Sciences
PhD, Harvard University
(Anthropology)

Fiona Marshall (https://anthropology.wustl.edu/people/fiona-marshall)
James W. and Jean L. Davis Professor in Arts & Sciences
PhD, University of California, Berkeley
(Anthropology)

Professors
David Freidel (https://anthropology.wustl.edu/people/david-freidel)
PhD, Harvard University
(Anthropology)

Michael Frachetti (https://anthropology.wustl.edu/people/michael-frachetti)
PhD, University of Pennsylvania
(Anthropology)

Associate Professors
Jennifer Smith (https://eps.wustl.edu/people/jennifer-r-smith)
Dean of the College of Arts & Sciences
PhD, University of Pennsylvania
(Earth and Planetary Sciences)

Assistant Professors
Nicola Aravecchia (https://classics.wustl.edu/people/nicola-aravecchia)
PhD, University of Minnesota
(Classics)

Nathaniel Jones (http://arthistory.arts.uci.edu/people/nathaniel-jones)
PhD, Yale University
(Art History and Archaeology)
Xinyi Liu (https://anthropology.wustl.edu/people/xinyi-liu)
PhD, University of Cambridge
(Anthropology)

Professors Emeriti

David L. Browman (https://anthropology.wustl.edu/people/david-browman)
Professor Emeritus
PhD, Harvard University
(Anthropology)

Gayle Fritz (https://anthropology.wustl.edu/people/gayle-fritz)
Professor Emeritus
PhD, University of North Carolina at Chapel Hill
(Anthropology)

Susan Rotroff (https://classics.wustl.edu/people/susan-rotroff)
Jarvis Thurston & Mona Van Duyne Professor Emerita
PhD, Princeton University
(Classics)

Sarantis Symeonoglou
PhD, Columbia University
(Art History and Archaeology)

Patty Jo Watson (https://anthropology.wustl.edu/people/patty-jo-watson)
Edward Mallinckrodt Distinguished University Professor Emerita
PhD, University of Chicago

Majors

The Major in Archaeology

Total units required: 27

Required courses:

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>ARC 190B</td>
<td>Introduction to Archaeology</td>
<td>3</td>
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<tr>
<td>ARC 200C</td>
<td>World Archaeology: Global Perspectives on the Past</td>
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</table>

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 among the offerings in anthropological archaeology and classical archaeology. Eligible courses for the major and minor can be found in the course listings under the ARC L52 Archaeology listings. All majors must also 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 during 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 — particularly those focusing in classical archaeology — also opt to take a semester abroad.

Minors

The Minor in Archaeology

Units required: 15

Required courses: The minor in the interdisciplinary program in Archaeology requires the 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. Eligible courses for the major and minor can be found in the course listings under the ARC L52 Archaeology listings.

Additional Information

The archaeology minor is usually fulfilled by a concentration in either humanistic or social science course work. Thus, the minor will satisfy the Humanities or the Social and Behavioral Sciences distribution area, depending on which courses the minor includes.

Courses


L52 ARC 130 First-Year Seminar: 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
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 130
Credit 3 units. A&S: FY & S; IQ: LCD, SSC; Arch: SSC; Art: SSC; BU: BA; EN: H

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 IQ: HUM; LCD; Arch: SSC; Art: SSC; BU: BA; EN: H

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

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-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 IQ: HUM; LCD; Arch: SSC; BU: HUM

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 IQ: LCD; Arch: SSC; Art: SSC; BU: BA; EN: H

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 IQ: LCD; Arch: SSC; BU: BA; EN: H

L52 ARC 3163 Archaeology of China: Food and People

China is a country with a large population, diverse landscapes, and unique food. This course will explore the origins of Chinese food in the context of the larger food systems of the societies. During the last two decades, the archaeology of China has become a fast-moving subject, with advances in methods and theories as well as changes in key perceptions. In this context, the beginning and spread of food production in China has become one of the key questions in current archaeology. We will focus on the process of the domestication of plants and animals in various regions of China during the Holocene period. We will explore how those processes relate to other sectors of the Old World, such as those of South and Southwest Asia. This course will pursue answers to the following questions: Why are the Chinese ways of living and eating different from those of the West? How were production and consumption in China shaped by food globalization in prehistory?

Same as L48 Anthro 3163
Credit 3 units. A&S IQ: LCD; Arch: SSC; BU: BA; EN: H

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 Jeno. 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 IQ: LCD, SSC Arch: SSC Art: SSC BU: IS
EN: S

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. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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 IQ: NSM Art: NSM BU: BA

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 IQ: SSC Art: SSC EN: S

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 IQ: HUM Art: AH, GFAH BU: HUM, IS EN: H

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 IQ: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

L52 ARC 3351 The Ancient Maya: Archaeology and History
This course focuses on the ancient Maya civilization, which flourished in the Yucatan Peninsula of Mexico. 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 IQ: LCD, SSC Art: SSC BU: IS EN: S

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. BU: HUM

L52 ARC 345E The Art and Archaeology of Ancient China
Same as Art-Arch 345E(Q)
Credit 3 units. BU: IS

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:
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 3461
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: HUM

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 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 environmental politics.
Same as L48 Anthro 3617
Credit 3 units. Art: SSC BU: BA

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 inquiry 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 IQ: LCD, SSC Art: SSC EN: S

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 IQ: LCD, SSC Art: SSC EN: S
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 re-conceptualize 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 IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: IS EN: S

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.

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 JIMES 4020
Credit 5 units. EN: H

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 IQ: LCD, SSC Art: SSC BU: IS EN: S

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 420
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L52 ARC 421 Minoan and Mycenaean Archaeology
Same as Art-Arch 421
Credit 3 units.

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 IQ: SSC Arch: SSC Art: SSC

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 IQ: LCD, SSC Arch: SSC Art: SSC EN: S

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 behavioral 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 IQ: HUM, LCD BU: HUM

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 kinds 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 IQ: HUM Art: AH EN: H

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 IQ: LCD, SSC BU: BA, IS EN: S

L52 ARC 4561 Ceramic Analysis

Methods, techniques, and models for analyzing prehistoric ceramics. Students will 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 IQ: SSC Art: SSC

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 IQ: LCD, SSC Arch: SSC Art: SSC EN: S

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 focuses 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 IQ: SSC EN: S

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 IQ: HUM, LCD Art: HUM

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 IQ: HUM, LCD Art: HUM

L52 ARC 4752 Practicing Archaeology

Credit 3 units. EN: S

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 IQ: LCD, SSC Art: SSC

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
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 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 4771
Credit 3 units. A&S IQ: LCD, SSC, WI Art: SSC EN: S

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 IQ: LCD, SSC Art: SSC EN: S

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 IQ: NSM Art: NSM

L52 ARC 482 Experimental Zooarchaeology

Same as Anthro 482
Credit 3 units.

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 IQ: SSC Art: SSC EN: S

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 IQ: LCD, SSC Art: SSC EN: S

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 IQ: SSC, WI EN: S

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 IQ: SSC Art: SSC EN: S

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.

L52 ARC 493 Honors Thesis

Limited to students accepted into the honors program. Prerequisite: permission of department.
Credit 3 units. EN: S

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. EN: S

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 IQ: HUM Art: AH EN: H

L52 ARC 488 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 IQ: SSC, WI Art: SSC
EN: S

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 helped to shape these disciplines.

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 Arts Foundation, and local private collectors. Students are also 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.

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Affiliated Faculty
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Rebecca Messbarger (https://rll.wustl.edu/people/rebecca-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)
Rebecca and John Voyles Professor of Architecture
PhD, Princeton University

Professors Emeriti
Susan Rotroff
Jarvis Thurston & Mona Van Duyn Professor 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
Philip Hu
MA, Institute of Fine Arts, New York University
Simon Kelly
PhD, Oxford University
Hannah Klemm
PhD, University of Chicago
Eric Lutz
PhD, University of California, Santa Barbara
Judith Mann
PhD, Washington University in St. Louis
Alexander Brier Marr
PhD, 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-level 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 and have different instructors; this is 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 during 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 are also 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 taken 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 or paid internship. Such internships provide invaluable experience and may help lead to employment opportunities after graduation. Internship credit may not be applied to the major, but it does count toward graduation. Students seeking academic credit should make arrangements with the department before the internship begins.

Study Abroad: Students are encouraged to participate in a variety of international programs, which are available in a number of overseas locations. Although students are strongly encouraged to acquire and use foreign languages, programs based in English are also 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 (300-level or higher) courses 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); this thesis is then defended before at least two full-time faculty members, who are usually both from the department. Students completing the thesis accrue 33 course credits (rather than the usual 30) in the major.

Minors

The Minor in Art History and Archaeology

Units required: 18

Required courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>Art-Arch 111</td>
<td>Introduction to Asian Art (spring)</td>
<td>3</td>
</tr>
<tr>
<td>Art-Arch 113</td>
<td>History of Western Art, Architecture and Design (fall)</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

* 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 chosen 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 (e.g., 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. Alternatively, students in Arts & Sciences, the Olin School of Business, and the McKelvey School of Engineering 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. 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 toward 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 it 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&crsvl=1:4].

L01 Art-Arch 106 First-Year Seminar: Van Gogh and the Avant-Garde
This first-year 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 Saint 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: FYS Art: AH BU: HUM

L01 Art-Arch 107 First-Year 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: FYS Art: AH BU: HUM EN: H

L01 Art-Arch 1075 First-Year 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, Saint 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: FYS A&S IQ: HUM Art: AH BU: HUM EN: H

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: FYS A&S IQ: HUM Arch: HT Art: AH BU: HUM, IS EN: H

L01 Art-Arch 1095 First-Year 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 its cultural culture. We will also learn about its food and music while we study the magnificent works of its most celebrated artists, including 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. Course is for first-year, non-transfer students only. Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Art: AH BU: HUM, IS EN: H
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 IQ: HUM, LCD Art: AH, HUM BU: HUM, IS EN: H UColl: CD

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 IQ: HUM Arch: HT Art: AH BU: HUM, IS EN: H

L01 Art-Arch 1135 First-Year 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 the archaeological remains. Students also investigate modern interpretations of the site in the form of novels, exhibitions (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 the present. 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: FYS A&S IQ: HUM, LCD BU: HUM, IS EN: H

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 IQ: HUM Art: AH BU: HUM, IS EN: H

L01 Art-Arch 146 First-Year 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 its 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: FYS A&S IQ: HUM, LCD Art: AH BU: HUM, IS EN: H

L01 Art-Arch 175 Mythologies of Modern Art: Face, Fiction and Film
The history of art—and its translation into other media—has celebrated the cutting-edge, the experimental, and the controversial, especially in its examination of modern artists and their work. This course introduces students to life and work of modern artists Paul Gauguin, Vincent van Gogh, Paul Cézanne, Henri Matisse, and Pablo Picasso. From this introduction, students will then interrogate the representation of these artists’ lives and works in multiple media including fiction literature and film. This course includes visits to the Saint Louis Art Museum and required film screenings. Students will work to collaboratively transform their research into a dramatization of two artists’ lives and works as part of their final project. Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H

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 IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

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.

Credit 3 units. A&S IQ: HUM Art; AH BU: HUM EN: H

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. Art: AH BU: HUM

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 IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM EN: H

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.

L01 Art-Arch 3001 Writing Intensive Topics
TBD
Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: AH, GFAH, HUM BU: HUM; IS EN: H

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 IQ: HUM Art: AH, GFAH BU: HUM, IS EN: H

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.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H UColl: CD

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 IQ: HUM, LCD Arch: SSC BU: HUM

L01 Art-Arch 3211 Art in the Egypt of the Pharaohs
A penetrating study of the artistic achievements in ancient Egypt during the Old, Middle and New Kingdom (c. 3000-1100 BC). The great monuments of Egypt will be considered both for their aesthetic importance and as expressions of the superior culture developing, flourishing and declining in the pristine valley of the Nile. Prerequisite: sophomore standing or permission of the department.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

L01 Art-Arch 3212 Art & Archaeology of Cleopatra’s Egypt
This course is an introduction to the art and archaeology of Egypt from its conquest by Alexander the Great (332 BCE) to the early fourth century CE. It will examine the rich and multifaceted history and artistic legacy of Egypt under the Ptolemies and their last queen Cleopatra, followed by the Roman conquest under Emperor Augustus up to the flourishing of Egyptian Christianity. Students will become familiar with a wide range of ancient sources, including documentary and literary texts, coins, architecture, paintings and sculpture. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215), or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM BU: IS EN: H

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 IQ: HUM Art: AH, GFAH BU: HUM, IS EN: H

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 will study monuments ranging over a millennium in time and located throughout the ancient Mediterranean. Particular attention will be paid to the social, political, and religious aspects of ancient Greek-Roman painting, and to questions of innovation in artistic practice. Special emphasis will be placed on students’ cultivation of the tools of art-historical
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 IQ: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD Art: AH, GFAH BU: HUM, IS EN: H

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 bronzencasting tradition, funerary art and architecture, the Terracotta Army, the origins of Chinese brush arts, Buddhist painting and sculpture, and the varied exotics 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 IQ: HUM, LCD Art: AH, GFAH BU: HUM, IS EN: H

L01 Art-Arch 3422 Art of the Islamic World
This course surveys the art and architecture of societies in which Muslims were dominant or in which they formed significant minorities from the seventh through the 20th centuries. It examines the form and function of architecture and works of art as well as the social, historical, and cultural contexts; the patterns of use; and the evolving meanings attributed to art by the users. The course follows a chronological order, and selected visual materials are treated along chosen themes. Themes include the creation of a distinctive visual culture in the emerging Islamic polity; the development of urban institutions; key architectural types such as the mosque, madrasa, caravanserai, palace, and mausoleum; art objects and the art of the illustrated book; cultural interconnections along trade and pilgrimage routes; and westernization and modernization in art and architecture.
Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: HUM, IS EN: H

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 IQ: HUM, LCD Art: AH, GFAH BU: HUM, IS EN: H

L01 Art-Arch 3426 Modern & Contemporary Chinese Art
This course will explore the ways in which Chinese artists of the 19th, 20th, and 21st centuries have defined modernity and tradition against the complex background of China’s history. By examining art works in different media along with other documentary materials, we will also engage with theoretical issues in art history, such as modernity, cultural politics, and government control of art.
Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD Art: AH, GFAH BU: HUM, HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM BU: HUM, IS EN: H

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 IQ: HUM Art: AH, GFAH BU: HUM EN: H

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. Art: AH, GFAH BU: HUM

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 find 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

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 IQ: HUM Art: AH, GFAH BU: HUM EN: H

L01 Art-Arch 3612 Rome in the Renaissance
Renaissance Rome, called by many the Caput Mundi or capital of the world, was the cultural capitol of Europe. It was a tumultuous, vibrant city characterized by ancient structures, medieval foundations and new artistic and architectural projects that were bigger and more luxurious than anywhere else in Europe. These new structures and masterpieces were incorporated into, and built on top of, the extant classical and medieval city. We will take a journey through the Renaissance city, using Andrea Palladio’s two guidebooks of Rome, written in the 1550s. Maps, guides and artists’ renderings of the city will contribute to the journey. We will discuss chapels, churches, palaces, monuments and piazzas as we encounter them. In addition to works of art and architecture, we will encounter legends (ranging from feasible to preposterous) and popular traditions associated with specific sites. Prerequisites: L01 113, L01 215, or permission of instructor.
Credit 3 units. A&S IQ: HUM Art: AH, GFAH HUM BU: HUM, IS EN: H

L01 Art-Arch 3635 19th-Century Art and Visual Culture
This course introduces students to 19th-century art and visual culture. The story of the long-19th century (1789-1914) has tended to be taught as a series of -isms: Neoclassicism, Romanticism, Realism and Naturalism, Impressionism, and Symbolism, ending in fauvism. This course studies canonical artists and artworks in tandem with counter- or alter-histories of art in order to paint a more nuanced picture of the approximately 100 years (1814-1914) under exploration. This course questions how current stories of 19th-century art have been produced and codified. This course lastly highlights the continued relevance of 19th-century art and visual culture to contemporary artists working today. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215), or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH HUM BU: HUM EN: H

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 IQ: HUM Art: AH, GFAH BU: HUM EN: H

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. Art: AH BU: HUM

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 IQ: HUM, LCD Art: AH BU: HUM

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 IQ: HUM Art: AH BU: HUM EN: H

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 IQ: HUM Art: AH BU: BA, HUM
L01 Art-Arch 372 American Art to 1970
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 IQ: HUM Art: AH BU: HUM EN: H

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 IQ: HUM, WI Art: AH, HUM BU: ETH1, HUM

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 IQ: HUM: Art: AH BU: HUM

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.
Credit 3 units. A&S IQ: HUM Art: AH, HUM BU: HUM EN: H

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 IQ: HUM Art: AH, GFAH, HUM BU: HUM EN: H

L01 Art-Arch 3795 Global Contemporary Photography
This course explores contemporary photographic traditions from around the world. We begin by grappling with a few of the theoretical issues that lie at the heart of the medium’s power, such as the aura of a photograph and its potential evidentiary value. We examine how photography emerged as distinct from other artistic forms such as painting and was deployed in unique ways across the globe to assert power, counter claims of hegemony, and express identity. The scope of the class is not limited to high-art photography, but also explores the family photography and vernacular traditions, focusing on a range of genres including portraiture, narrative, and performance. Finally, we end by exploring how contemporary photographers have stretched the potential of the medium by experimenting with digital technology and non-traditional modes of display. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215), or permission of instructor.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

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 IQ: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

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. Art: AH BU: HUM

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. Art: AH BU: HUM

L01 Art-Arch 3835 The Art Museum: History, Theory, and Design
The course will study 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 will 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: Introduction to Modern Art (L01 211) or Architectural History II (A46 2284/4284), 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 IQ: HUM Art: AH BU: HUM EN: H

L01 Art-Arch 3836 The Art Museum from the Louvre (Paris) to the Louvre Abu Dhabi
This course explores the cultural politics of modern and contemporary art museums in the nexus of London-Paris-New York from the late-18th century to today. It analyzes important works of art collected, displayed and studied in the museum context, as well as the politics, philosophies, and people who shaped the history of modern and contemporary art via museums and exhibitions. Students will interrogate institutions and spaces that condition the experience and reception of modern and contemporary art. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215), or permission of instructor. Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM BU: HUM EN: H

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 IQ: HUM Art: AH BU: HUM

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 IQ: HUM Art: AH BU: HUM, IS EN: H

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 IQ: HUM Art: AH BU: HUM EN: H

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 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 IQ: HUM BU: HUM EN: H

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 IQ: HUM Art: AH BU: HUM, IS EN: H

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 Aleksandar 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 IQ: HUM BU: HUM EN: H

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 will 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.
Prerequisites: Art-Arch 112 Introduction to Western Art or Art-Arch 211 Introduction to Modern Art or permission of instructor.
Credit 3 units. A&S IQ: HUM Art: AH, GFAH BU: HUM EN: H

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 IQ: HUM Art: AH BU: HUM EN: H

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 IQ: HUM BU: HUM EN: H

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

L01 Art-Arch 3975 Art and Activism
This course will examine 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 20th century and to 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 IQ: HUM Art: AH, CPSC, BU: HUM EN: H

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 IQ: HUM Art: AH EN: H

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 decorative art, as well as easel painting that aspires to conditions of the decorative. Key figures include Puvlis 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 IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H

L01 Art-Arch 4005 Time, Work, Play: Art, Design, Urban Practice
This seminar, co-taught by faculty in two different schools (Arts & Sciences and Sam Fox School/College of Architecture), investigates the interrelations of three of the key categories of experience — time, work and play — in the 20th century and into the 21st. It does so through the lens of historians, artists, theorists and philosophers, and urbanists. Using a variety of visual forms — from painting to film, animation, found objects, performance, and conceptual art — and spatial and design practices, we will test, analyze, and possibly reconfigure specific propositions and practices over the past century concerning the relationship of time, work and play. The seminar begins with a historical prelude on pre-industrial time forms and on the impact of mechanization and industry on older habits and experiential forms shaped around pre-modern conceptions of time, and proceeds through a series of case studies, organized topically. Bringing together students from design, urban planning, art history, and other fields, we seek to pry apart fixed ideas about time, labor, productivity, leisure and play, and to see aesthetic and spatial practices as fields of radical experimentation in new social forms. 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 Art: AH, GFAH, HUM EN: H

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 culturally defined 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 IQ: HUM, LCD Arch: HUM Art: AH, EN: H

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 IQ: HUM Arch: HUM Art: AH, GFAH, HUM EN: H

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 will 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 IQ: HUM Art: AH EN: H

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
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 IQ: HUM Art: HUM EN: H

L01 Art-Arch 430 Topics in Northern Renaissance Art
Credit 3 units. Art: AH

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 IQ: HUM Art: AH EN: H

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. A&S IQ: HUM Art: HUM EN: H

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. Rome, as an ancient city, was 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 IQ: HUM Art: GFAH, HUM BU: HUM, IS EN: H
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 IQ: HUM, LCD EN: H

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

L01 Art-Arch 4494 East, Meet West: Asia Encounters Europe
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 IQ: HUM Art: AH, HUM EN: H

L01 Art-Arch 4415 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, Phillipon, 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 IQ: HUM Art: AH EN: H

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 IQ: HUM Art: AH, HUM BU: HUM EN: H

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 IQ: HUM Art: AH EN: H

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 IQ: HUM Art: AH, HUM EN: H

L01 Art-Arch 4629 Caravaggio: 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, GFAH EN: H

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. Art: AH

L01 Art-Arch 467 Topics in Baroque Art
Credit 3 units. Art: AH BU: HUM

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 IQ: HUM Art: AH EN: H
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 IQ: HUM Art: AH, GFAH, HUM EN: H

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. Art: AH

L01 Art-Arch 4744 TransAmerica: The U.S. 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 social 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, which were 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 United States. 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 will support travel to Mexico City, funded by the Art History and Archaeology Department. This course is open to graduate student and undergraduate majors and minors in Art History, Archaeology, and Latin American Studies. Recommended courses: one 300- or 400-level course in 20th-century U.S. art or history or one relevant course in the Latin American Studies program. Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

L01 Art-Arch 475 The City in American Arts and Popular Culture, 1900-1940
From the mid-19th century forward, artists, writers, sociologists, and cultural critics have identified the city as the primary site of a vast array of historical changes associated with modernization. This course will explore the range of cultural responses to the new 20th-century city up to World War II. The American city was seen as both an incubator of difference, and of mass conformity and manipulation; a dynamic space in which to form fluid networks that catalyzed new forms of creativity, and a place of strangers and social alienation. We will trace the history of these polarized responses in the 20th-century arts and literature of the city, looking at the vibrant popular culture of film, vaudeville, and cross-dressing; new aesthetic forms such as collage and expressionism; and new urban subjects. Prerequisites: 300-level course in American 20th-century cultural history, American art, literature, or permission of instructor. Credit 3 units. A&S IQ: HUM Art: AH, CPSC, GFAH, HUM BU: HUM EN: H

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 IQ: HUM Art: AH EN: H

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. Art: AH

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 idea 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 IQ: HUM Art: AH EN: H

L01 Art-Arch 4782 Modern Architecture in St. Louis
Credit 3 units. A&S IQ: HUM Art: AH EN: H

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. Art: AH

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. Art: AH

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. Art: AH

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 from 1880 to 1910, and we examine how diverse modes of urban visuality 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, Cheret, Mucha, Degas, Pissarro, the Nabis, Vallotton, and early filmmakers such as the Lumière brothers and Méliès. Prerequisites: 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

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 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 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 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 ongoin 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 IQ: HUM Art: AH EN: H

L01 Art-Arch 4856 French Art and Politics in the Belle Époque
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 Époque 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 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 Sheikh, 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 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 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. Art: AH

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 IQ: HUM Art: AH EN: H

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.
L01 Art-Arch 4868 Impressionism and the Nation in France and Beyond: Painting and Photography 1860-1920
We will 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 will be 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 as well as the aesthetic and nationalist motivations of its adaptation as a modernist style around the globe. Prerequisites: Intro to its stylistic translation into local Impressionisms and literary translation into histories of Impressionism. 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 EN: H

L01 Art-Arch 4869 Global Impressionism
How and why Impressionism has achieved this global reputation (positive, negative, and nuanced positions between those poles) has not been thoroughly or systematically interrogated. But this is precisely what this seminar proposes to do. This course maps the global dissemination, exhibition, reception, and publication of French Impressionism, in tandem with the rise of local Impressionisms worldwide. Globalization must be understood as concomitant with localization. This course attends to especially critical exhibitions, publications, and places which must be understood to underscore that there always remains more work to be accomplished in the production of a truly global art history. It scrutinizes how the physical translation of French Impressionist artworks foreshadowed, coincided, and fostered its stylistic translation into local Impressionisms and literary translation into histories of Impressionism. 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 Art: AH, GFAH, HUM BU: IS EN: H

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 visuality, and perhaps even the urgency of portraiture in the post-human age. Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, GFAH, HUM BU: IS EN: H

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 Schumacher 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

L01 Art-Arch 4900 Independent Study and Research
Credit variable, maximum 3 units.

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 1 credit in the spring. Under the supervision of a faculty mentor in the Department of Art History & Archaeology and a curator in the Mildred Lane Kemper Art Museum, students plan, execute, and present 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 3-unit course fulfills a departmental capstone requirement for the major. Credit variable, maximum 4 units. A&S IQ: HUM EN: H

L01 Art-Arch 4918 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 Art: AH, GFAH, HUM EN: H

L01 Art-Arch 4921 Theory for Art History: Modernism/Modernity/Postmodernity
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 IQ: HUM Art: AH EN: H

L01 Art-Arch 4954 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 IQ: HUM Art: HUM EN: H

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 as 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 IQ: HUM Art: AH, HUM EN: H

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 a 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

L01 Art-Arch 4975 Collecting Cultures: Taste, Passion and the Making of Art Histories
This seminar examines the theory and 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 defined 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 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 IQ: HUM Art: AH EN: H

L01 Art-Arch 4999 Honors Art History and Archaeology
A major research paper acceptable to the department. Prerequisite: permission of the department. Max. 6 units. Credit 3 units. EN: H
Asian-American Studies

The minor in Asian-American Studies is designed to enrich critical understanding of both the individual experiences and collective histories of Asian Americans in regional, national and transnational contexts. As an interdisciplinary and multidisciplinary program, it underlines transnational contexts and comparative perspectives for the study of Asian-American experiences. By promoting knowledge and understanding of a wide range of Asian-American individuals and groups through teaching and research, the minor aims to provide new classroom opportunities for undergraduate students to explore Asian-American experiences. It intends to enhance communication and collaboration among various cultural, ethnic and racial groups; to facilitate intellectual exchanges; and to broaden academic inquiries on the subjects of migration, ethnicity and race across different disciplines and programs at Washington University. Involved departments include 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 with complex real-world problems that necessitate interdisciplinary thinking. The minor in Asian-American Studies is situated within the larger context of the university's commitment to diversity and inclusion, so it is an integral part of the diversity and inclusion initiatives at Washington University that nurture a culturally and academically stimulating environment.

The Asian-American Studies minor is an independent minor administered by International and Area Studies.

Contact: Linling Gao-Miles
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Email: gao-miles@wustl.edu

Faculty

Coordinator
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Lecturer, International and Area Studies
PhD, Nagoya University, Japan

Affiliated Faculty
Iver Bernstein (https://history.wustl.edu/people/iver-bernstein)
Professor, Department of History
PhD, Yale University

Shefali Chandra (https://history.wustl.edu/people/shefali-chandra)
Associate Professor, Department of History
PhD, University of Pennsylvania

Letty Chen (http://ealc.wustl.edu/people/chen_lingchei-letty)
Associate Professor, Modern Chinese Language and Literature
PhD, Columbia University

Peter Kastor (https://history.wustl.edu/people/peter-kastor)
Professor and Chair, Department of History; Professor, American Culture Studies
PhD, University of Virginia

Long Le-Khac (http://english.artsci.wustl.edu/people/long-le-khac)
Assistant Professor, Department of English
PhD, Stanford University

Steven Miles (https://history.wustl.edu/people/steven-b-miles)
Associate Professor, Department of History
PhD, University of Washington

Sunita Parikh (http://polisci.wustl.edu/Sunita_Parikh)
Associate Professor, Department of Political Science
PhD, University of Chicago

Ariela Schacter (http://sociology.wustl.edu/people/ariela-schacter)
Assistant Professor, Department of Sociology
PhD, Stanford University

Lori Watt (https://history.wustl.edu/people/lori-watt)
Associate Professor, Department of History
PhD, Columbia University

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 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).
• All courses counting toward the Asian-American Studies minor must be taken for a letter grade, and students must receive a grade of C+ or higher.
• Students may use a study abroad course on any subject in Asian Studies to fulfill the “Asian Studies” category requirement. Such courses must be approved by the study abroad adviser for the Asian-American Studies minor.

**Introductory Courses**

Choose one from this list; 3 credits, any level:

• First-Year Seminar: Easy Riders, Migrant Laborers: American Mobility in Literature and Film (E Lit 160) (unpredictable)
• Ocean, Island, Ghetto, Globe: An Introduction to Asian American Literature and Its Spatial Politics (E Lit 313) (annually)
• Freedom, Citizenship and the Making of American Life (History 163) (annually)
• First-Year Seminar: The Meaning of Pakistan: History, Culture, Art (History 2157) (every 1 or 2 years)
• First-Year Seminar: Chinatown: Migration, Identity, and Space (IAS 135) (annually)
• First-Year Seminar: Beyond the Melting Pot: Life in Immigrant America (SOC 2710) (unpredictable)

**Asian-American Focus Courses**

Choose one from this list; 3 credits, any level:

• Doctors and Terrorists: The Fictions of South Asian Americans (AAS 200) (every 2 years)
• Asian and Pacific Island America: Identity, Diversity, and Social Change (AMCS 250) (annually)
• Ocean, Island, Ghetto, Globe: An Introduction to Asian American Literature and Its Spatial Politics (E Lit 313) (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 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)

(2) Global Asia and Asian Diasporas in a Transnational Perspective

• Finding China: From Sojourners to Settlers in the Chinese Diaspora and Chinese American Literature (Comp Lit 375) (unpredictable)
• Topics in Comparative Literature I: The Trope of “China” in the Imagination of the Chinese Diaspora (Comp Lit 375) (unpredictable)
• Writing from the Periphery: The Question of Chineseness (Comp Lit 449) (unpredictable)
• Chinese Diasporas: A Social History of Global Migration (History 3165) (every 2 years)
• Imperialism and Sexuality: India, South Asia and the World (WI) (History 39SC) (every 1 or 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 4121) (unpredictable)
• The Immigrant Experience (AMCS 202) (every 1 to 2 years)
• Race & Ethnic Relations in the United States (AMCS 3296) (annually)
• Neighborhoods, Schools and Social Inequality (Educ 4289) (unpredictable)
• Visualizing Segregation: A History of St. Louis, Chicago and New Orleans (INTER D 306M) (unpredictable)
• Immigration Law (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) Asian Studies

• Contemporary Chinese Culture and Society (Anthro 3055) (unpredictable)
• Introduction to Asian Art (Art-Arch 111) (annually)
• Modern and Contemporary Chinese Art (Art-Arch 3426) (unpredictable)
• The Three Emperors: Redefining Chinese Art in the Golden Age (Art-Arch 4489) (unpredictable)
• Modern and Contemporary Chinese Literature (Chinese 342) (annually)
Courses

Please refer to the Minors (p. 271) section of this page.

Biology

Biology is an exciting, diverse field that ranges 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 they 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 test biological hypotheses, and the technical skills needed to conduct 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, to identify ambiguities and uncertainties in the 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, the Children's Discovery Institute, the National Science Foundation, and the Washington University Office of Undergraduate Research. Detailed information about finding a research mentor (https://pages.wustl.edu/Bio_200-500_independent_research/bio-200500-course-information-page) is available online.

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Website: http://wubio.wustl.edu

Faculty

Chair

Joseph Jez (https://biology.wustl.edu/people/joseph-jez)
PhD, University of Pennsylvania

Endowed Professors

Jonathan B. Losos (https://biology.wustl.edu/people/jonathan-losos)
William H. Danforth Distinguished Professor
PhD, University of California, Berkeley

Himadri B. Pakrasi (https://biology.wustl.edu/people/himadri-pakrasi)
Myron and Sonya Glassberg/Albert and Blanche Greensfelder Distinguished University Professor
PhD, University of Missouri-Columbia

David C. Queller (https://biology.wustl.edu/people/david-queller)
Spencer T. Olin Professor of Biology
PhD, University of Michigan

Barbara A. Schaal (https://biology.wustl.edu/people/barbara-schaal)
Mary-Dell Chilton Distinguished Professor in Arts & Sciences
PhD, Yale University

Joan E. Strassmann (https://biology.wustl.edu/people/joan-strassmann)
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Richard D. Vierstra (https://biology.wustl.edu/people/richard-d-vierstra)
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PhD, Michigan State University
Peter Wyse Jackson (https://biology.wustl.edu/people/peter-wyse-jackson)
George Engelmann Professor of Botany
PhD, Trinity College Dublin

**Professors**

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Hani Zaher (https://biology.wustl.edu/people/hani-zaher)
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**Assistant Professors**

Yehuda Ben-Shahar (https://biology.wustl.edu/people/yehuda-ben-shahar)
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Andrés López-Sepulcre
PhD, University of Jyväskylä

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Rachel M. Penczykowski (https://biology.wustl.edu/people/rachel-penczykowski)
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**Joint Professors**

Regina Frey (https://chemistry.wustl.edu/people/gina-frey)
PhD, University of Utah

(Chemistry)

**Professors Emeriti**

PhD, Harvard University

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Sarah C.R. Elgin (https://biology.wustl.edu/people/sarah-elgin)
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Ursula W. Goodenough (https://biology.wustl.edu/people/ursula-goodenough)
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Tuan-hua David Ho (https://biology.wustl.edu/people/tuan-hua-david-ho)  
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PhD, Harvard University

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Spencer T. Olin Professor Emeritus  
PhD, Yale University

Peter H. Raven (https://biology.wustl.edu/people/peter-raven)  
PhD, University of California, Los Angeles

Nobuo Suga (https://biology.wustl.edu/people/nobuo-suga)  
PhD, Tokyo Metropolitan University

Alan R. Templeton (https://biology.wustl.edu/people/alan-templeton)  
PhD, University of Michigan

Robert E. Thach (https://biology.wustl.edu/people/robert-thach)  
PhD, Harvard University

Majors

The Major in Biology

Total units required: 58-67

Required courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 2960</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>Biol 2970</td>
<td>Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>Chem 111A</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>or Chem 105</td>
<td>Introductory General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>Chem 112A</td>
<td>General Chemistry II (or Chem 106</td>
<td>3</td>
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<tr>
<td>or Introductory General Chemistry II)</td>
<td></td>
<td></td>
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<tr>
<td>Chem 151</td>
<td>General Chemistry Laboratory I</td>
<td>2</td>
</tr>
<tr>
<td>Chem 152</td>
<td>General Chemistry Laboratory II</td>
<td>2</td>
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<tr>
<td>Chem 261</td>
<td>Organic Chemistry I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Chem 262</td>
<td>Organic Chemistry II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Math 132</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>Math 2200</td>
<td>Calculus II with Lab</td>
<td></td>
</tr>
<tr>
<td>or Math 233</td>
<td>Elementary Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>or Math 3200</td>
<td>Elementary to Intermediate Statistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data Analysis</td>
<td></td>
</tr>
<tr>
<td>Physics 191</td>
<td>Physics I</td>
<td>3</td>
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<tr>
<td>Physics 191L</td>
<td>Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Physics 192</td>
<td>Physics II</td>
<td>3</td>
</tr>
<tr>
<td>Physics 192L</td>
<td>Physics II Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>

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 the 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 4202, Biol 429, Biol 487 or Biol 488; cross-listed courses originating in other departments (except Biol 360, Biol 4580, Biol 4810, Biol 4820 and Biol 4833, 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 the following three areas:

Area A: Cellular and Molecular Biology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 3041</td>
<td>Plant Biology and Genetic Engineering</td>
<td>4</td>
</tr>
<tr>
<td>Biol 324</td>
<td>Human Genetics</td>
<td>3</td>
</tr>
<tr>
<td>Biol 334</td>
<td>Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>Biol 3371</td>
<td>Eukaryotic Genomes</td>
<td>4</td>
</tr>
<tr>
<td>Biol 349</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Biol 424</td>
<td>Immunology</td>
<td>4</td>
</tr>
<tr>
<td>Biol 4492</td>
<td>Infectious Diseases: History, Pathology, and Prevention</td>
<td>3</td>
</tr>
<tr>
<td>Biol 451</td>
<td>General Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>Biol 4810</td>
<td>General Biochemistry I</td>
<td>3</td>
</tr>
<tr>
<td>Biol 4820</td>
<td>General Biochemistry II</td>
<td>3</td>
</tr>
</tbody>
</table>

Area B: Organismal Biology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 3151</td>
<td>Endocrinology</td>
<td>3</td>
</tr>
<tr>
<td>Biol 328</td>
<td>Principles in Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>Biol 3411</td>
<td>Principles of the Nervous System</td>
<td>3</td>
</tr>
</tbody>
</table>
Biology 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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 3501</td>
<td>Evolution</td>
<td>4</td>
</tr>
<tr>
<td>Biol 370</td>
<td>Animal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Biol 381</td>
<td>Introduction to Ecology</td>
<td>3</td>
</tr>
<tr>
<td>Biol 4181</td>
<td>Population Genetics (and Microevolution)</td>
<td>3</td>
</tr>
<tr>
<td>Biol 4182</td>
<td>Macroevolution</td>
<td>3</td>
</tr>
<tr>
<td>Biol 4183</td>
<td>Molecular Evolution</td>
<td>3</td>
</tr>
<tr>
<td>Biol 419</td>
<td>Community Ecology</td>
<td>3</td>
</tr>
<tr>
<td>Biol 4195</td>
<td>Disease Ecology</td>
<td>4</td>
</tr>
<tr>
<td>Biol 472</td>
<td>Behavioral Ecology</td>
<td>4</td>
</tr>
</tbody>
</table>

Majors also must take an advanced laboratory course from the following list:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 3110</td>
<td>Vertebrate Structure Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Biol 3491</td>
<td>Microbiology Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Biol 3492</td>
<td>Laboratory Experiments with Eukaryotic Microbes</td>
<td>3</td>
</tr>
<tr>
<td>Biol 3493</td>
<td>Bacterial Bioprospecting and Biotechnology</td>
<td>3</td>
</tr>
<tr>
<td>Biol 360</td>
<td>Biophysics Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Biol 373W</td>
<td>Laboratory on the Evolution of Animal Behavior (Writing Intensive)</td>
<td>3</td>
</tr>
<tr>
<td>Biol 404</td>
<td>Laboratory of Neurophysiology</td>
<td>4</td>
</tr>
<tr>
<td>Biol 4193</td>
<td>Experimental Ecology Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Biol 4241</td>
<td>Immunology Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Biol 4342</td>
<td>Research Explorations in Genomics</td>
<td>4</td>
</tr>
<tr>
<td>Biol 434W</td>
<td>Research Explorations in Genomics (Writing Intensive)</td>
<td>4</td>
</tr>
<tr>
<td>Biol 437</td>
<td>Laboratory on DNA Manipulation</td>
<td>4</td>
</tr>
<tr>
<td>Biol 4520</td>
<td>Protein Function in Model Cellular Systems</td>
<td>3</td>
</tr>
<tr>
<td>Biol 4522</td>
<td>Laboratory in Protein Analysis, Proteomics and Protein Structure</td>
<td>3</td>
</tr>
<tr>
<td>Biol 4523</td>
<td>Molecular Methods in Enzyme Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>

Biol 4525 Structural Bioinformatics of Proteins (Writing Intensive) 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 five 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 five 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 and Biol 4183; ecology electives: Biol 370, Biol 381, Biol 419, Biol 4195 and Biol 472). Also required are one elective in analytical methodology (CSE 131 or Math 322) and one elective in earth and planetary sciences (EPSc 201 or EPSc 323). The course used to fulfill the advanced laboratory requirement for the major must be Biol 373W, 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 324 or Biol 4183 or Biol 548), Math 2200 or Math 3200, and two outside electives (CSE 131 and CSE 247). CSE 240 is strongly recommended. The course used to fulfill the advanced laboratory requirement for the major must be Biol 3492, Biol 4342, Biol 434W, Biol 437 or Biol 4525. 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 Math 217 and Math 309.

The Major in Biology: Microbiology Track

Additional requirements include Biol 349, which should be taken during the spring of the 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 or Biol 4520. At least one of the following must be taken as an advanced microbiology elective: Biol 4492, Biol 4832 or 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 or EPSc 323. Biol 3501 is highly recommended as the course used to fulfill biology major area C. The total number of 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 as well as one of the following: 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 or Biol 4525. Additional biology courses recommended for students in this track include Biol 3041, Biol 4023, Biol 4071, Biol 4183, Biol 4832, Biol 4833 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), and any course in area C. Students must then choose one of the following laboratory pathways: (1) Laboratory Pathway 1: one of the following courses: Biol 360, Biol 373W or Biol 404; or (2) Laboratory Pathway 2: any other upper-level biology laboratory course on the list of approved laboratory courses for the biology major plus 6 credits of Biol 500N and/or Biol 500U (Independent Research in Neuroscience). 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 355 or Physics 360) or psychology (Psych 330, Psych 360 or Psych 3604). Math 2200 or Math 3200 is recommended. Optional seminar courses in neuroscience include Biol 171 and Biol 4934. Physics 360 may count either as the advanced laboratory requirement or the outside elective course but not for both requirements.

Related majors can be found in the biomedical engineering (p. 972), philosophy-neuroscience-psychology (PNP) (p. 740) and philosophy of science (p. 726) 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 first year of study, although it may be taken later. A 400-level course to be required for Latin honors in environmental biology will be introduced. All other courses required for the environmental biology major are currently listed.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 2950</td>
<td>Introduction to Environmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>Biol 2960</td>
<td>Principles of Biology I (lecture and lab)</td>
<td>4</td>
</tr>
<tr>
<td>Biol 2970</td>
<td>Principles of Biology II (lecture and lab)</td>
<td>4</td>
</tr>
<tr>
<td>Biol 381</td>
<td>Introduction to Ecology</td>
<td>3</td>
</tr>
<tr>
<td>Chem 111A</td>
<td>General Chemistry I (lecture and lab)</td>
<td>3</td>
</tr>
<tr>
<td>or Chem 105</td>
<td>Introductory General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>Chem 112A</td>
<td>General Chemistry II (or Chem 106 Introductory General Chemistry I)</td>
<td>3</td>
</tr>
<tr>
<td>Chem 151</td>
<td>General Chemistry Laboratory I</td>
<td>2</td>
</tr>
<tr>
<td>Chem 152</td>
<td>General Chemistry Laboratory II</td>
<td>2</td>
</tr>
<tr>
<td>EPSc 201</td>
<td>Earth and the Environment (lecture and lab)</td>
<td>4</td>
</tr>
<tr>
<td>or EPSc 219</td>
<td>Energy and the Environment</td>
<td>4</td>
</tr>
<tr>
<td>Math 131</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>Math 132</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>Physics 191</td>
<td>Physics I</td>
<td>3</td>
</tr>
<tr>
<td>Physics 191L</td>
<td>Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Total Units</td>
<td>38</td>
<td></td>
</tr>
</tbody>
</table>

One of the following chemistry courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem 261</td>
<td>Organic Chemistry I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>EPSc 323</td>
<td>Biogeochemistry</td>
<td>3</td>
</tr>
<tr>
<td>EECE 210</td>
<td>Introduction to Environmental Engineering</td>
<td>3</td>
</tr>
<tr>
<td>EECE 505</td>
<td>Aquatic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>EECE 531</td>
<td>Environmental Organic Chemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following courses in statistics or GIS:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 2200</td>
<td>Elementary Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Math 3200</td>
<td>Elementary to Intermediate Statistics and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EnSt 380</td>
<td>Applications in GIS</td>
<td>3</td>
</tr>
</tbody>
</table>

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 (Areas A and B in Biology):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 3041</td>
<td>Plant Biology and Genetic Engineering</td>
<td>4</td>
</tr>
</tbody>
</table>
Biol 3151 Endocrinology 3  
Biol 328 Principles in Human Physiology 4  
Biol 334 Cell Biology 3  
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 4023 How Plants Work: Physiology, Growth and Metabolism 3  
Biol 4030 Biological Clocks 3  
Biol 451 General Biochemistry 4  
Biol 4580 Principles of Human Anatomy and Development 3  
Biol 4810 General Biochemistry I 3  

One of the following Biol 300+ courses (Area C in Biology):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 3501</td>
<td>Evolution</td>
<td>4</td>
</tr>
<tr>
<td>Biol 370</td>
<td>Animal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Biol 4181</td>
<td>Population Genetics</td>
<td>3</td>
</tr>
<tr>
<td>Biol 4182</td>
<td>Macroevolution</td>
<td>3</td>
</tr>
<tr>
<td>Biol 419</td>
<td>Community Ecology</td>
<td>3</td>
</tr>
<tr>
<td>Biol 4195</td>
<td>Disease Ecology</td>
<td>4</td>
</tr>
<tr>
<td>Biol 472</td>
<td>Behavioral Ecology</td>
<td>4</td>
</tr>
</tbody>
</table>

One additional Biol 300+ major-track course (may include Biol 500):

Please refer to the Biology Course Listings (p. 280) in this Bulletin.

One of the following EnSt or EPSC 300+ courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EnSt 364</td>
<td>Field Methods for Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>EnSt 365</td>
<td>Applied Conservation Biology</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 323</td>
<td>Biogeochemistry (only if not already taken for chemistry requirement)</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 352</td>
<td>Earth Materials</td>
<td>5</td>
</tr>
<tr>
<td>EPSc 353</td>
<td>Earth Forces</td>
<td>4</td>
</tr>
<tr>
<td>EPSc 385</td>
<td>Earth History</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 409</td>
<td>Surface Processes</td>
<td>4</td>
</tr>
<tr>
<td>EPSc 413</td>
<td>Introduction to Soil Science</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 428</td>
<td>Hydrology</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 429</td>
<td>Environmental Hydrogeology</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 443</td>
<td>Methods in Biogeochemistry</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 444</td>
<td>Environmental Geochemistry</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 486</td>
<td>Paleoclimatology</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Information

**Research:** Research opportunities are available during the student’s first and second years through Biol 200; such opportunities are available during 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 as a research milestone.

**Senior Honors:** Biology majors are encouraged to work for senior honors, which require a 3.30 grade-point average in biology, a 3.30 GPA in nonbiological sciences (mathematics, chemistry and physics courses), and a 3.65 overall GPA 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 the spring of the junior year.

The Biology department awards the Marian Smith Spector Prize to an undergraduate who has an excellent academic record and who submits an outstanding honors thesis as well as the Ralph S. Quatrano Prize to the student whose thesis shows the greatest evidence of creativity in design, research methodology and/or broader scientific implications. 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:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 2960</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>Biol 2970</td>
<td>Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>Chem 111A</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>or Chem 105</td>
<td>Introductory General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>Chem 112A</td>
<td>General Chemistry II (or Chem 106)</td>
<td>3</td>
</tr>
<tr>
<td>or Chem 105</td>
<td>Introductory General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>Chem 151</td>
<td>General Chemistry Laboratory I</td>
<td>2</td>
</tr>
<tr>
<td>Chem 261</td>
<td>Organic Chemistry I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>

**Elective courses:**

The minor requires 10 advanced units in biology selected from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 3010</td>
<td>Biotechnology Project</td>
<td>3</td>
</tr>
<tr>
<td>Biol 3041</td>
<td>Plant Biology and Genetic Engineering</td>
<td>4</td>
</tr>
</tbody>
</table>
Biol 3058  Physiological Control Systems  2
Biol 3100  R Workshop in Biology  1
Biol 3110  Vertebrate Structure Laboratory  4
Biol 3151  Endocrinology  3
Biol 324  Human Genetics  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 347  Darwin and Evolutionary Controversies  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 370  Animal Behavior  3
Biol 373W  Laboratory on the Evolution of Animal Behavior (Writing Intensive)  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 4118  Population Genetics  3
Biol 4182  Macroevolution  3
Biol 4183  Molecular Evolution  3
Biol 419  Community Ecology  3
Biol 4193  Experimental Ecology Laboratory  4
Biol 4195  Disease Ecology  4
Biol 424  Immunology  4
Biol 4241  Immunology Laboratory  3
Biol 4270  Problem Based Learning in Biomedical Sciences  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 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  Molecular Methods in Enzyme Analysis  4
Biol 4525  Structural Bioinformatics of Proteins (Writing Intensive)  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 4832  Molecular Mechanisms of Photosynthesis and Respiration  3
Biol 4833  Protein Biochemistry  3

**Additional Information**

All courses used 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.

**The Minor in Bioinformatics**

Mindful of the emerging opportunities at the interface of biology and computer science, the Department of Biology and the Department of Computer Science & Engineering have fashioned the minor in bioinformatics. This program 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:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 2960</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>Biol 2970</td>
<td>Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CSE 131</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CSE 247</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>ESE 326</td>
<td>Probability and Statistics for Engineering</td>
<td>3</td>
</tr>
<tr>
<td>or Math 3200</td>
<td>Elementary to Intermediate Statistics and Data Analysis</td>
<td></td>
</tr>
<tr>
<td>or DAT 120 &amp; DAT 121</td>
<td>Managerial Statistics I and Managerial Statistics II</td>
<td></td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

**Advanced biology elective:** Choose one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 3492</td>
<td>Laboratory Experiments with Eukaryotic Microbes</td>
<td>3</td>
</tr>
<tr>
<td>Biol 4181</td>
<td>Population Genetics</td>
<td>3</td>
</tr>
</tbody>
</table>
Laboratory on DNA Manipulation
Credit 4 units.

Structural Bioinformatics of Proteins (Writing Intensive)
Credit 4 units.

Computer Science & Engineering elective: Choose one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSE 514A</td>
<td>Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>CSE 584A</td>
<td>Algorithms for Biosequence</td>
<td>3</td>
</tr>
<tr>
<td>or L41 Biol 5504</td>
<td>Algorithms for Biosequence</td>
<td>3</td>
</tr>
<tr>
<td>CSE 587A</td>
<td>Algorithms for Computational Biology</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Information

It is anticipated that, for those students majoring in biology or computer science & engineering (CSE), some portion of the introductory sequence will overlap with the courses required for the major and that these courses will be applicable to both the major and the minor. Upper-level courses in biology and CSE used to fulfill the minor requirements may not be used to fulfill the requirements of another major or minor in Arts & Sciences. A minimum grade of C is required for all courses to count toward the minor.

Courses


L41 Biol 112 First-Year Seminar: Introduction to Problem-Based Learning in Biology
In this course, students take responsibility for their own active, inquiry-based learning about biological problems. Instructors will guide small groups of four to six students in researching issues of biological importance using primary literature as their principal resource. Learning to read and interpret research articles from scientific literature is emphasized. Topics covered in this class have included neurological disorders, infectious diseases, CRISPR, cancer, and stem cell therapy, among others. Students should have a strong background in general biology. They will be challenged to use critical and creative thinking in both independent and group work. Enrollment is limited and intended for (but not limited to) prospective biology majors. Prerequisite: high school biology, preferably an Honors or AP class. Course is for first-year, non-transfer students only.
Credit 3 units. A&S: FYS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 1260 First-Year Seminar: 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 they 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 they have been modified by humans to provide food, fiber, and fuel; and how genetically modified (GMO) crops are made and their implications related to the environment and society. The overall goals are to enhance students’ understanding and appreciation of the plant kingdom, to help young scientists understand the primary scientific literature, and to serve as a starting point for possible careers in plant biology. Class includes field trips to the Missouri Botanical Gardens and to a local plant biotech company/institute. Where appropriate, the class will also emphasize key differences between plants and animals. This course is primarily for first-year students 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. The course will have a lecture/discussion/hands-on format for two of the three hours per week. Students will present 20-minute papers discussing topics relevant to their interests for the remaining hour (two students per class). Prerequisites: Students must have taken both biology and chemistry in high school and at least one at the AP or IP level, or they must have taken Biol 2960 or Chem 111/112. This course can be taken by both first-year and upper-level undergraduates, with a preference given to first-year students.
Credit 3 units. A&S: FYS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 144 First-Year Seminar: The Biology of Cancer
Cancer is the second-leading cause of death worldwide. Despite focused research efforts, cancer still poses a unique biomedical puzzle: it is now recognized that cancer is not a single disease but rather a collection of many disorders with underlying mechanistic complexities that can affect most tissues in the human body. This interactive first-year course provides an introductory overview of the biology, diagnosis, and treatment of human cancers. We touch upon background topics in DNA structure and replication, gene regulation and expression, transcription, and mutations and DNA repair, but the primary focus is on the genetic and molecular changes that normal cells undergo during transformation into malignant cancer cells, emphasizing the dysfunction of essential biological processes like programmed cell death, cell proliferation, differentiation, and immune surveillance. Classical diagnosis and treatment methods are compared with newer strategies, such as targeted therapies. Finally, the growing role of “omics” technologies in tumor classification, patient prognosis, and therapy are discussed. The course is a mix of lectures, student-led discussions/presentations, guest seminars, and activities (e.g., on-site visits to Siteman Cancer Center, a medical pathology lab, and the McDonnell Genome Institute). Lectures provide an overview of each topic, while activities and discussions of cutting-edge oncology topics in the news and primary literature familiarize students with current trends in cancer research/treatment and enhance students’ reading and critical analytical skills. Students choose a specific type of cancer for further study, and, near the end of the semester, they prepare a presentation to the class on that type’s molecular and cellular etiology, epidemiology, pathology, diagnosis, and current/future treatment options.
Prerequisite: high school biology. For first-year students only; recommended for those intending to pursue further studies in the biological sciences. Limited to 20 students.
Credit 3 units. A&S: FYS A&S IQ: NSM Art: SCI

L41 Biol 1771 Special Topics in Biology: Plant-Associated Microbes — Friends or Foes?
This is a new research-based laboratory course offered by Dr. Barbara Kunkel in the Department of Biology. The small class size and the laboratory setting of the course are intended to foster the development of student-professor mentoring relationships. The main focus of this course will be the very important roles that microbial communities play in the lives of plants and animals. For example, in nature as well as in agricultural settings, the communities of microorganisms that grow on or near a plant influence the growth and overall health of that plant. These plant-associated microbial communities are highly complex, and they are comprised of thousands of different species, including bacteria and fungi. However, neither the role of individual microbial species within the larger microbial community nor how such a community is beneficial to plants is well understood. Natural microbial communities contain many potential pathogenic organisms that can potentially infect and cause disease on their hosts. This fact leads to the following question: How can these organisms grow in proximity to or even on their hosts without causing disease? One hypothesis is that these organisms may have additional roles in the context of a larger microbial community that can ultimately be of benefit to their host. We will investigate these questions by characterizing a collection of natural isolates of potential plant pathogenic bacterial strains from the genus *Pseudomonas*. Students will spend two hours per week in the lab characterizing the new *Pseudomonas* isolates. Over the course of the semester, students will be exposed to a variety of fundamental topics in biology, including microbiomes, beneficial and pathogenic plant-microbe interactions, bacterial cell biology and genetics, and key concepts in molecular biology and biochemistry. The students will also meet with Dr. Kunkel for one hour per week to discuss a variety of topics in the following areas: (1) basic concepts in chemistry, biochemistry and molecular biology; (2) learning and study strategies; and (3) other topics related to thriving at Washington University.
Credit 1 unit.

L41 Biol 1770 First-Year Opportunity: The Biology 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. Course is for first-year, non-transfer students only.
Credit 1 unit. A&S: FYO Arch: NSM Art: NSM

L41 Biol 1811 First-Year Opportunity: Research and Conservation in Zoos and Botanical Gardens
An introduction to the world of zoos and botanical gardens. Students will learn of the diverse and cutting-edge ways in which scientists and conservationists study the world's biological diversity and work to conserve it. Taking advantage of two world-class institutions a short distance from the Danforth Campus, the class will meet every week at an off-campus site (primarily the Saint Louis Zoo and Missouri Botanical Garden, but also several other institutions) to hear lectures from leading authorities at these institutions and to tour facilities to see first-hand how research is conducted and how these institutions work to preserve endangered species. Students will write three short papers; each paper will be based on a class lecture and its associated readings. Must be taken credit/no credit. Course is for first-year, non-transfer students only.
Credit 1 unit. A&S: FYO A&S IQ: NSM Art: NSM

L41 Biol 191 Ampersand: 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 the isolation and purification of their own phage, DNA isolation and restriction mapping, and EL characterization of the phage. Several Washington University phages are selected for genome sequencing over winter break, and they are annotated during the spring in Biol 192. 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 of which is 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. Course is for first-year students in the Phage Hunters Program only.
Same as L61 FYP 1910
Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI
L41 Biol 192 Ampersand: Phage Bioinformatics
This is 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 during the 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 FYP 1920
Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM SCI

L41 Biol 200 Introduction to Research
This is an introduction to laboratory and field research in biology for first- and second-year students. Students work under the supervision of a mentor in a setting of established, ongoing research. Prerequisites: less than 60 units completed; permission of mentor and the department. For online enrollment instructions, visit the Bio 200/500 webpage (https://pages.wustl.edu/Bio_200-500_independent_research/register). Students are registered by the department after approval is granted. Registration may not appear in WebSTAC until mid-semester. Credit/no credit only. Credit variable, maximum 3 units. A&S IQ: NSM Art: NSM

L41 Biol 200S Summer Introduction to Research
Summer research under the supervision of a faculty mentor. Prerequisites: first-year or sophomore standing and permission of mentor and the department. Credit to be determined in each case, usually 3 units/summer; may be repeated for credit during different summers. Credits are received during the fall semester after the summer research. The application deadline and registration information can be found on the Bio 200/500 course website (https://pages.wustl.edu/Bio_200-500_independent_research). Credit/no credit only. Credit variable, maximum 3 units. A&S IQ: NSM

L41 Biol 2010 Ampersand: The Science of Biotechnology
Biotechnology is truly interdisciplinary, with a myriad of pieces from biology, chemistry, engineering, physics, computer sciences, management, public policy, and law that apply the scientific process to societal challenges. This course introduces topics for science and engineering majors with an interest in biotech, and it teaches scientific concepts to business students considering careers in biotech management and entrepreneurship. Students who complete this course understand key science concepts. They also know how discoveries lead to applications that address global challenges, how to effectively use a variety of resources to explore connections between science and biotech business, how to synthesize information from different fields, how to exhibit strong teamwork skills, and how to communicate information in written and oral forms. In addition, this course serves as a gateway for students in the two-year Biotech Explorers Program (BEP). The first two weeks of the course introduce students to the history of biotechnology, the BEP, and the use of case studies. The remainder of the course uses a series of four three-week units that combine lecture material, in-class group assignments, and readings to introduce the science and scope of biotechnology. For each unit, student teams also develop short case studies 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. Course is for students in the BEP only. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM SCI

L41 Biol 2020 Ampersand: 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. A&S: FYS A&S IQ: REQ

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 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 IQ: NSM

L41 Biol 2500 Introduction to Biological Reasoning
Students will work to develop a fluency in biological language, methods, and reasoning as applied to human health. We will study the molecular, cellular, and physiological perspectives for each health-related topic. We will zoom in to study processes at the molecular level, swing back out again to examine processes at the cell or physiological level, and examine data and methods that support this knowledge. We will emphasize problem-solving and reasoning as it applies to understanding biological processes. This course is for first-year students only. It does not count for credit toward the biology major. Prerequisite: permission of instructor. Credit 3 units. A&S: A&S IQ: NSM Arch: NSM Art: NSM SCI

L41 Biol 265 Experience in the Life Sciences
Earn credit for non-classroom learning in the life sciences in a variety of activities arranged by the student: for example,
L41 Biol 2651 MedPrep I: The Lecture Series
MedPrep I is a unique lecture series taught by a physician, a former medical school course master, and a 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 about every step of the application and admissions process for medical school, the entire educational process (including medical school and residency training), and the pros and cons of life as a physician. MedPrep I is particularly useful for first-year students and sophomores in that it reviews the common pitfalls encountered by unsuccessful applicants to medical school and outlines the steps to take during each year of college to be a successful applicant when the time comes. There is no outside course work and no exams. Attendance at all classes is required. A $10 course fee applies. For more information, please visit the MedPrep Program website (http://pages.wustl.edu/medprep). Credit 1 unit.

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. Research Associates (RAs) 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 from 1:30-3:30 p.m. in conference room 10A of the Northwest Tower Building (across from Children's Hospital). Lectures are given by Emergency Department faculty members. This program offers students the unique opportunity to be a vital part of the Emergency Department research team. In addition, the RA's experience in the Emergency Department may help them determine if medicine is truly the career path they wish to choose. Prerequisite: sophomore level or higher and approval of instructor. Registration is done through the PEMRAP website (https://pages.wustl.edu/pemrapi). May not be taken concurrently with Biol 2654 MedPrep II. Credit 3 units.

L41 Biol 2654 MedPrep II: The Shadowing Experience: Emergency Medicine
MedPrep II offers students the 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. In addition to the shadowing, there is a required class session every other week. Because of the orientation material presented, excused absences will not be granted for the first two sessions for any reason whatsoever, including illness or emergency. There is no outside course work and no exams. A $25 course fee as well as HIPAA training and PPD testing are required. For more information and to register for this course, please visit the MedPrep Program website (http://pages.wustl.edu/medprep). Registration is done through the website, not through WebSTAC. Prerequisites: successful completion of Biol 2651 and sophomore standing or above. During the summer semester, students may take Biol 2651 and Biol 2654 concurrently. Credit 1.5 units.

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 cultivate their study with an interdisciplinary 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.

L41 Biol 2658 Pediatric Emergency Medicine Research Associates Program: Experiences in Life Sciences (PEMRAP II)
PEMRAP II is a continuation of Biol 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 Emergency Department (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 ED 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 for meeting hospital non-appointee requirements and staying current with new study protocols by attending or viewing new study presentations for PEMRAP students. These lectures are given by Pediatric Department faculty members to introduce the basics of the clinical research process, specific studies, and 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 2651, Biol 2655, or Biol 2654. Enrollment with permission of instructor. Prerequisite: Biol 2652 (PEMRAP I). Pass/fail, 1 to 2 units per semester.
Credit 3 units.
Introduction to Environmental Humanities.

[65x-918]schedule allows, we recommend co-enrolling in EnSt 215: first- or second-year if possible. If your interests align and your studies minors. We recommend you take this course in your required for all environmental biology majors and environmental Credit 4 units.
required. Three hours of lecture and two hours of lab per week.
and will form the foundation for your development as a critical enrollment in Chem 112A are strongly recommended but not more information and to register for this course, please visit the more important principles of environmental biology and general science literacy skills. We cover the foundational biological principles and contemporary issues within four main topics: human population growth, transfer of energy and carbon in the ecosystem, biodiversity, and food production. We focus on the biological principles involved as we examine these topics in the context of some contentious and confusing issues related to environmental biology in everyday life. The science literacy skills that you master in this course will help you address the issues you face in your everyday life regarding scientific and pseudoscientific claims about the environment and society and will form the foundation for your development as a critical consumer of science information in the media. This course is required for all environmental biology majors and environmental science studies minors. We recommend you take this course in your first- or second-year if possible. If your interests align and your schedule allows, we recommend co-enrolling in EnSt 215: Introduction to Environmental Humanities.
Credit 3 units. A&S IQ: NSM; Art: NSM; BU: SCI

This course provides an introduction to biochemistry, cell biology, and molecular biology. An understanding of cellular architecture and mechanisms and of the properties of biological macromolecules are integrated with a discussion of the flow of genetic information within cells. The course ends with the application of this understanding to selected areas in modern biology. Weekly labs reinforce concepts from the lectures and explore common laboratory techniques and computer-based resources. The completion of Chem 111A and concurrent enrollment in Chem 112A are strongly recommended but not required. Three hours of lecture and two hours of lab per week. Large class and small lab sections.
Credit 4 units. A&S IQ: NSM; Art: NSM; BU: SCI

L41 Biol 2960 Principles of Biology I
This course provides an introduction to biochemistry, cell biology, and molecular biology. An understanding of cellular architecture and mechanisms and of the properties of biological macromolecules are integrated with a discussion of the flow of genetic information within cells. The course ends with the application of this understanding to selected areas in modern biology. Weekly labs reinforce concepts from the lectures and explore common laboratory techniques and computer-based resources. The completion of Chem 111A and concurrent enrollment in Chem 112A are strongly recommended but not required. Three hours of lecture and two hours of lab per week. Large class and small lab sections.
Credit 4 units. A&S IQ: NSM; Art: NSM; BU: SCI

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 IQ: NSM; Arch: NSM; Art: NSM

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 3D 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 IQ: NSM; Arch: NSM; Art: NSM

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.
Credit 4 units. A&S IQ: NSM; Arch: NSM; BU: SCI

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...
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 IQ: NSM Art: NSM BU: SCI

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 IQ: NSM Art: NSM BU: SCI

L41 Biol 3058 Physiological Control Systems
Systems physiology with emphasis on human physiology. Prerequisites: Biol 2960 and Chem 112A. Credit 2 units. A&S IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM, AN, SD Arch: NSM Art: NSM BU: SCI

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 (https://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 10 two-hour workshops that include a brief introduction to key concepts in R and applications in biology, followed by interactive, hands-on tutorials. Prerequisite: concurrent or prior course in statistics (Math 2200 or Math 3200) or permission of instructor. Credit 1 unit.

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 IQ: NSM Art: NSM BU: SCI

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 IQ: NSM Art: NSM BU: SCI

L41 Biol 324 Human Genetics
This course offers broad coverage of the role of genetics in medicine, with a focus on the application of genomic technologies to the understanding of human disease. Areas covered include the identification of human disease genes, modern cytogenetics, risk assessment in pedigrees, biochemical genetics, imprinting, mitochondrial genetics, gene therapy, complex inheritance, assisted reproduction, prenatal diagnosis, immunity, cancer, and pharmacogenetics. The profound ethical and legal considerations raised by modern genetic technologies are also discussed. Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

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 IQ: NSM Art: NSM BU: SCI

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 IQ: NSM Art: NSM BU: SCI
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 3 hours per week plus required discussion section meeting every other week. Prerequisites: Biol 2970, Chem 261 (may be taken concurrently). Offered every other fall in even-numbered years. Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

L41 Biol 3411 Principles of the Nervous System
This course will provide a broad introduction to neuroscience, starting at the level of cellular and molecular neuroscience and ultimately ending at systems and theoretical neuroscience, with emphasis on the organization of the mammalian central nervous system. Topics will include neuronal structure, the action potential, information transmission between neurons, sensory/motor systems, emotion, memory, disease, drugs, behavior, and network dynamics. A fundamental goal of this course is to provide students with the ability to approach complex problems using the scientific method and to understand the limits of knowledge. This course will also expose students to some of the neuroscience community at Washington University. Prerequisites: Biol 2960, Biol 2970 (recommended), Biol 3058 (recommended) or Psych 3401 and permission of instructor. Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

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 IQ: NSM Art: NSM BU: SCI

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 IQ: NSM Art: NSM BU: SCI

L41 Biol 347 Darwin and Evolutionary Controversies
This course’s focus is on controversies in evolutionary biology from Darwin’s day to the present. Most of the controversies concern scientific issues such as Kelvin’s estimate of the age of the earth, Jenkin’s argument against blending inheritance, neutral variations, effects of isolation on the role of selection, and mass extinction and “nemesis,” but some address social issues such as evolutionary ethics and “scientific creationism.” Emphasis in the readings is on primary sources, including Darwin’s “Origin of Species.” Writing intensive. Credit 3 units. A&S IQ: NSM, WI Art: NSM BU: SCI

L41 Biol 3491 Microbiology Laboratory
After introducing students to the basics of bacterial growth and maintenance, this laboratory class employs microscopy, genetics, cell biology, and genomics to explore various aspects of bacterial physiology, structure, and identification. Students will present findings throughout the semester in both written and oral format. Roughly 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 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 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.
L41 Biol 3501 Evolution
A general survey of evolutionary biology covering both microevolution and macroevolution. Topics include natural selection, genetic drift, gene flow, sexual selection, kin selection, pathogen evolution, speciation, phylogenetics, molecular evolution, and evolutionary-developmental biology. Weekly discussion sections focus on the analysis of recent studies related to lecture topics. Prerequisite: Biol 2970. Credit 4 units. 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 IQ: NSM, AN Art: NSM

L41 Biol 370 Animal Behavior
This course examines animal behavior from an evolutionary perspective and explores the relationships between animal behavior, ecology, and evolution. Topics include foraging behavior, mating systems, sexual selection, predator-prey relationships, cooperation and altruism, competition, and parental care. A student may not receive credit for more than one of the courses Biol 370, Biol 372, and Biol 472. Prerequisite: Biol 2970 or permission of instructor. Credit 3 units. A&S IQ: NSM Art: NSM

L41 Biol 373W Laboratory on the Evolution of Animal Behavior (Writing Intensive)
This course explores the costs, benefits, and constraints that drive the evolution of animal behavior. It is divided into four modules that cover a range of common empirical and numerical tools in modern evolutionary biology. (Note: No prior experience in any of the following topics is necessary.) The modules discussed are as follows: (1) a brief overview of basic statistics and a tutorial in R; (2) an experimental lab on agonistic behavior in crickets; (3) a computer simulation lab on the evolution of animal communication; and (4) a phylogenetic comparative analysis lab exploring the topic of sexual selection. 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 and guided to apply these concepts to the design, execution, and analysis of individual and/or collaborative research projects. In the process, they learn how to apply some of the latest numerical and/or empirical research tools in evolutionary biology. A majority of class time is devoted to active learning through the collection and analysis of data (each lab module lasts four weeks). The course also 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. This course is writing intensive. Credit 3 units. A&S IQ: NSM, WI

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 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 and the structure and function of biological communities. It regularly touches on the applications of these principles, such as ecological responses to global climate change, consequences of habitat fragmentation, and disease ecology/conservation medicine. Principles of experimental design, quantitative data analysis and interpretation, and mathematical models are critical to the field of ecology and are emphasized throughout the course. The class meetings have an active learning format that includes lectures, regular student interaction during small-group activities, discussions, and computer simulation labs. Assignments include regular homework reading, occasional problem sets, and computer pre- and post-lab activities. Prerequisite: Biol 2970 or Biol 2950 or permission of instructor. Same as L82 EnSt 381 Credit 3 units. 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 IQ: NSM Art: NSM

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 IQ: NSM Art: NSM

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 IQ: NSM Art: NSM BU: SCI
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 IQ: NSM Art: NSM

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 IQ: NSM, WI Art: NSM

L41 Biol 4071 Developmental Biology
An introduction to the molecular and cell biology of animal development. The course is divided into three broad sections: (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) the biology of stem cells. The focus is on molecular approaches applied to important model systems but framed in classical concepts. Prerequisites: Biol 2970 and Biol 334; a course in methodology employed. Topics: theories of classification, the adaptive nature of the evolutionary process. Prerequisite: permission of instructor.
Credit 3 units. A&S IQ: NSM Art: NSM

L41 Biol 4086 Topics in Anthropology: Biomechanics
Humans, like all organisms, live and evolved in a world that is governed by the rules of physics. Such an engineered world has undoubtedly had a profound impact on the human evolutionary trajectory. Biomechanics is the science of understanding the natural world around us in a mechanistic fashion, and it has become a major pillar in the investigation of the human form and its function. Understanding how humans and our closest relatives behave in and interact with a physical world can lead to novel insights into the evolution of complex traits, whether through investigating the mechanics of the tissues and structures of the human body or understanding the principles of movement and locomotion. Through lecture, discussion, and hands-on experience, this course will introduce the biomechanical terms and principles that demonstrate how this discipline has contributed to biological anthropology.
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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.
Credit 3 units. A&S IQ: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM Art: NSM

L41 Biol 419 Community Ecology
Community ecology is an interdisciplinary field that bridges concepts in biodiversity science, biogeography, evolution, and conservation. This course provides an introduction to the study of pattern and process in ecological communities, with an emphasis on theoretical, statistical, and experimental approaches. Topics include ecological and evolutionary processes that create and maintain patterns of biodiversity, biogeography and ecosystem function; island biogeography, metacommunity dynamics, niche, and neutral theory; species interactions (competition, predation, food webs); species coexistence; and environmental change. The class format includes lectures, discussions, and computer labs focused on analysis, modeling, and presentation of ecological data using the statistical program R. Prerequisite: Biol 2970 (required), Biol 381 (recommended), or permission of instructor.
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L41 Biol 4193 Experimental Ecology Laboratory
The goal of this course is to provide skills in the design, interpretation, and written presentation of results of ecological experiments, with emphasis on hypothesis testing, sampling methodology, and data analysis. Students have opportunities to address a variety of ecological questions using field, greenhouse, or laboratory (microcosm) studies. The course is divided into a five-hour lab period (generally held at the Tyson Research Center) and a 1.5-hour lecture/discussion period held on campus. Occasional Saturday field trips to local sites (e.g., forests, wetlands, prairies, streams) for in-depth study might be scheduled. This is a writing-intensive course, and grades are based on written assignments, including final projects, and in-class participation. This course fulfills the upper-level laboratory requirement for the Biology major. Prerequisites: permission of instructor and at least one of the following: Biol 3501, Biol 372, Biol 381, Biol 419, or Biol 472. Enrollment is limited to 15 students.
Credit 4 units. A&S IQ: NSM, WI Arch: NSM Art: NSM

L41 Biol 4195 Disease Ecology
Disease ecology is an interdisciplinary field that bridges concepts from fields including population ecology, community ecology, landscape ecology, and evolutionary biology. This course provides an introduction to the study of infectious diseases, with an emphasis on theoretical, experimental, and quantitative approaches. The course will integrate studies of infectious diseases from across disciplines including human epidemiology, veterinary medicine, wildlife epidemiology, plant pathology, parasitology, and ecology. Prerequisites: Biol 2970 required, Biol 381 recommended, or permission of instructor.
L41 Biol 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. Same as L48 Anthro 4202
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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, immunohistochemistry 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 IQ: NSM Arch: NSM Art: NSM BU: SCI

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 IQ: NSM Arch: NSM Art: NSM BU: SCI

L41 Biol 4270 Problem Based Learning in Biomedical Sciences
Groups of 5-8 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. Prerequisite: Biol 2970; some experience in molecular biology. A biology or science background is required. Same content as discontinued course Biol 427, but not Writing Intensive. Not available to students who have credit for Biol 427. 
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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 3D 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 (3D Printing) for physical outputs. Prerequisites: Biol 2970 or Biol 334. 
Credit 3 units. A&S IQ: NSM Arch: NSM BU: SCI

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, and gene expression). In spring 2018, the research problem involved improving the sequence of a region of the *Drosophila eugracilis* genome and working with one of these sequences to examine patterns of genome organization, gene structure, and gene regulation. Prerequisites: Biol 297A, Chem 111/112, Chem 151/152. Although Biol 3371 or Biol 437 and some familiarity with computers would be advantageous, this is not required. Fulfills the upper-level laboratory requirement for the biology major. 
Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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 IQ: NSM, WI Arch: NSM Art: NSM BU: SCI

L41 Biol 437 Laboratory on DNA Manipulation
This course provides investigation-driven research on the 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 six 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 IQ: NSM Art: NSM BU: SCI

L41 Biol 4492 Infectious Diseases: History, Pathology, and Prevention
This course leverages the primary research literature to examine 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, malaria, 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 500 (one semester) and permission of instructor. Preference will be given to students who have completed Biol 349. Area A: Writing Intensive. 
Credit 3 units. A&S IQ: NSM, WI Arch: NSM BU: SCI

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, Chem 262, 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.

Credit 4 units. A&S IQ: NSM Art: NSM BU: SCI

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 IQ: NSM Art: NSM

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 450/Chem 456. Permission of instructor required. Limit: eight students. Eight hours of laboratory/lecture per week.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

L41 Biol 4523 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 3D 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, overexpress 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 IQ: NSM Art: NSM BU: SCI

L41 Biol 4525 Structural Bioinformatics of Proteins (Writing Intensive)
In this investigative laboratory course, students will be given high-quality, experimentally determined, three-dimensional structural coordinates, and they will use cutting-edge bioinformatics tools and methods to evaluate and analyze these datasets. Some topics to be covered include structural validation, protein-structure prediction, domain and motif recognition, secondary structure prediction, protein-protein and protein-ligand interactions, protein and structure-based sequence alignments, inferring protein function from structure, electrostatic interactions, and threading and homology modeling. Upon completing their analyses, students will be responsible for writing a manuscript that will be submitted to a scientific journal for publication.

Prerequisites: Biol 2960 and Chem 262. This course fulfills the upper-level laboratory requirement for the biology major.

Credit 4 units. A&S IQ: NSM, WI BU: SCI

L41 Biol 4580 Principles of Human Anatomy and Development
This course will discuss the anatomy of most of the functional systems of the human body. Topics covered will include the peripheral nervous system, respiration, circulation, the skeletal system, the gastro-intestinal tract, the urogenital system, the male and female reproductive systems, locomotion, manipulation, mastication, vocalization, the visual system, the auditory system and the olfactory system. Selected topics in human embryology will also be introduced. The course provides valuable preparation for any student interested in human biology, anthropology, medicine or the health sciences. Same as L48 Anthro 4581

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

L41 Biol 4582 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 include the following: (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 the brain activity that generates consciousness localized or distributed? Does it involve interacting brain regions? Does the brain activity that generates 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 like a computer using electrical signals called action potentials. Action potentials in neuronal networks function in a way that is analogous to how 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? Does electrical activity in the brain have a fundamentally different purpose in addition to computation? (5) Is our knowledge of the physical world too primitive and incomplete for us to understand consciousness? The brain is an electronic device, and consciousness clearly

A&S IQ: NSM, WI  BU: SCI

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depends on its electrical activity. However, 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? Prerequisites: Biol 3411 or equivalent; college-level physics, some knowledge of computers. Credit 2 units. A&S IQ: NSM BU: SCI

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 IQ: NSM

L41 Biol 4810 General Biochemistry I
The first part of a two-semester survey of biochemistry. This course covers biological structures, enzymes, membranes, energy production and an introduction to metabolism. Prerequisites: Biol 2960 and Chem 262. Large class. Same as L07 Chem 481 Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L41 Biol 4820 General Biochemistry II
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 the biosynthesis of natural products, biofuels, and biomaterials. Prerequisites: Biol 2960 and Chem 262. Large class. Same as L07 Chem 482 Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L41 Biol 4830 Bioenergy
This course presents a broad overview of the flow of energy, captured from sunlight during photosynthesis, in biological systems, and it discusses the current approaches to utilize the metabolic potentials of microbes and plants to produce biofuels and other valuable chemicals 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; the structure and degradation of plant lignocellulose; and the 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 IQ: NSM Art: NSM

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 IQ: NSM

L41 Biol 4833 Protein Biochemistry
The focus of this course is protein biochemistry, and is intended to build upon General Biochemistry (Chem 481). In this course we will focus on protein structure, folding, and techniques to purify and characterize protein activity. We will progress from initial studies to first understand protein fold and function to current efforts to better characterize protein structure-function relationships. We will also highlight human diseases that are underpinned by protein misfolding. This course will focus on reading and understanding primary literature, including landmark papers along with more recent work. During the second half of the semester, each student will select a paper and prepare a written analysis of that paper. The student will then present the paper and lead a journal club style discussion of the paper. Prerequisites: Chem 481 or instructor's permission. Same as L07 Chem 483 Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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. Art: NSM

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.

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 IQ: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM

L41 Biol 4934 Neuroscience Futures II
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

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 IQ: NSM BU: SCI

L41 Biol 4936 Seminars in Ecology and Evolution
What: At least once a week there are seminars from researchers in ecology or evolution. These seminars are given by local people and by visitors. This semester there are also a number of presentations by job candidates. The point of these seminars is to learn about exciting research. What questions are they asking? What are they discovering? What new scientific stories can we hear about ecology or evolution? What makes up these fields anyway? The seminars are often followed by receptions which are a chance to get to know each other better and to ask questions. This course invites undergraduates to listen to these presentations and write about them. After all, this is a major part of the ideas climate at WashU. It would be a great idea to get in the habit of going to seminars, with this course, or without. In addition to attending seminars, we will meet three times during the semester, early on and a couple of times later. When: Most seminars are at 4:00 on Thursdays, though some are on other days. The three meetings will be arranged at a time that works for the students in the course. Small class. No final.

Credit 1 unit.

L41 Biol 500 Independent Research
Research under the supervision of a faculty mentor. Prerequisites: junior or senior standing and permission of mentor 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 Bio 500A. If work is to be submitted for Latin honors, see p. 3 of the Department of Biology Handbook for Majors, Latin Honors Through a Biology Major Program. The handbook can be found online at: https://wustl.app.box.com/s/d63rx5o0kyqqtwsv898eyax5v31gvy1a. Arrangements for registration should be completed during the preregistration period through the Bio 500 course website https://pages.wustl.edu/Bio_200-500_independent_research. Credit 3 units.

L41 Biol 500N Independent Research in Neuroscience
Research in neuroscience under the supervision of a faculty mentor. Prerequisites: junior or senior standing and permission of mentor 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. If work is to be submitted for Latin honors, see page 3 of the Department of Biology Handbook for Majors, Latin Honors Through a Biology Major Program (PDF) (https://wustl.app.box.com/s/2h0g10ppwo6hs26y1fow09i4). Arrangements for registration should be completed during the preregistration period through the Bio 500 course website (https://pages.wustl.edu/Bio_200-500_independent_research). Credit variable, maximum 3 units.

L41 Biol 500S Summer Independent Research
Summer research under the supervision of a faculty mentor. Prerequisites: junior or senior standing and permission of mentor and the department. Credit to be determined in each case, usually 3 units/summer; may be repeated for credit in different summers. Because this course has a large number of sections, some sections are listed and enrolled as Bio 500T. Credits are received in the fall semester following the summer research. If work is to be submitted for Latin honors, see p. 3 of the Department of Biology Handbook for Majors, Latin Honors Through a Biology Major Program. The handbook can be found online at: https://wustl.app.box.com/s/d63rx5o0kyqqtwsv898eyax5v31gvy1a. Arrangements for registration should be completed no later than the end of Summer Session I through the Bio 500 course website (https://pages.wustl.edu/Bio_200-500_independent_research). Credit/No Credit or Audit grade options. Course may not be taken for a letter grade. 1-3 units

Credit 3 units.

L41 Biol 500U Summer Independent Research in Neuroscience
Summer research in neuroscience under the supervision of a faculty mentor. Prerequisites: junior or senior standing and permission of mentor and the department. Credit to be determined in each case, usually 3 units/summer; may be repeated for credit in different summers. Credits are received in the fall semester following the summer research. If work is to be submitted for Latin honors, see page 3 of the Department of Biology Handbook for Majors, Latin Honors Through a Biology Major Program (PDF) (https://wustl.app.box.com/).
s/2n0gj01opciowb6hs26yj1fovw09lg). Arrangements for registration should be completed no later than the end of Summer Session I through the Biol 500 course website (https://pages.wustl.edu/Bio_200-500_independent_research). Credit/no credit or audit grade options. Course may not be taken for a letter grade. 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 and 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; and Mechanical Engineering & Materials Science. It also works closely with various 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 McKelvey School of Engineering. Research internships at local companies can also 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 in such related professions as biochemistry, medicine and chemical engineering. Most students continue on to 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
Website: http://chemistry.wustl.edu

Faculty

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William E. Buhro (https://chemistry.wustl.edu/people/william-buhro)
George E. Pake Professor of Arts & Sciences
PhD, University of California, Los Angeles

Endowed Professors
Regina F. Frey (https://chemistry.wustl.edu/people/gina-frey)
Florence Moog Professor of STEM Education
Professor, Department of Chemistry
PhD, University of Utah

Gary J. Patti (https://chemistry.wustl.edu/people/gary-patti)
Michael and Tana Powell Associate Professor of Chemistry
PhD, Washington University

Holden Thorp (https://chemistry.wustl.edu/people/holden-thorp)
Provost
Rita Levi-Montalcini Distinguished University Professor
PhD, California Institute of Technology

William B. Tolman (https://chemistry.wustl.edu/people/william-tolman)
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Assistant Professors
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Joseph Fournier (https://chemistry.wustl.edu/people/joseph-fournier)
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Meredith Jackrel (https://chemistry.wustl.edu/people/meredith-jackrel)
PhD, Yale University

Bryce Sadtler (https://chemistry.wustl.edu/people/bryce-sadtler)
PhD, University of California, Berkeley

Joint Professor
Richard W. Gross (https://chemistry.wustl.edu/people/michael-l-gross)
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 the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem 111A</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>Chem 112A</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>Chem 151</td>
<td>General Chemistry Laboratory I</td>
<td>2</td>
</tr>
<tr>
<td>Chem 152</td>
<td>General Chemistry Laboratory II</td>
<td>2</td>
</tr>
<tr>
<td>Chem 261</td>
<td>Organic Chemistry I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Chem 262</td>
<td>Organic Chemistry II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Math 131</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>Physics 191</td>
<td>Physics I</td>
<td>3</td>
</tr>
<tr>
<td>Physics 191L</td>
<td>Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Physics 192</td>
<td>Physics II</td>
<td>3</td>
</tr>
<tr>
<td>Physics 192L</td>
<td>Physics II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Math 132</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>Math 233</td>
<td>Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>35</td>
</tr>
</tbody>
</table>

Note: In certain instances, students may substitute Chem 105 and Chem 106 for Chem 111A and Chem 112A. Please consult the department’s director of undergraduate studies for details.

Majors in chemistry must take a minimum of 18 units of advanced courses in chemistry or biochemistry, among which the following must be included:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem 401</td>
<td>Physical Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>Chem 402</td>
<td>Physical Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>Chem 461</td>
<td>Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

In addition, 9 units in chemistry at the 300 level or above must be taken (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 the following list:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem 358</td>
<td>Organic Chemistry Laboratory II</td>
<td>4</td>
</tr>
<tr>
<td>Chem 435</td>
<td>Nuclear and Radiochemistry Lab</td>
<td>3</td>
</tr>
<tr>
<td>Chem 445</td>
<td>Instrumental Methods: Physical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Chem 470</td>
<td>Inorganic Chemistry Laboratory</td>
<td>3</td>
</tr>
</tbody>
</table>

Physics 217 Introduction to Quantum Physics and additional mathematics courses are also recommended. Chem 181 First-Year Opportunity: Applications 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 are also available to seniors.

All chemistry course work must be taken in residence at Washington University to be applied toward the 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, for students who also pursue a minor or more than one major or minor program, 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; in other words, no advanced course may be "double-counted" for the course work needed to fulfill either program’s minimal requirements. Should a student’s major and 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 a 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 the following must be included:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem 481</td>
<td>General Biochemistry I</td>
<td>3</td>
</tr>
<tr>
<td>Chem 482</td>
<td>General Biochemistry II</td>
<td>3</td>
</tr>
<tr>
<td>Chem 401</td>
<td>Physical Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>Chem 402</td>
<td>Physical Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>Chem 461</td>
<td>Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

In addition, at least one advanced lab must be chosen from the following list:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem 358</td>
<td>Organic Chemistry Laboratory II</td>
<td>4</td>
</tr>
<tr>
<td>Chem 435</td>
<td>Nuclear and Radiochemistry Lab</td>
<td>3</td>
</tr>
<tr>
<td>Chem 445</td>
<td>Instrumental Methods: Physical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Chem 470</td>
<td>Inorganic Chemistry Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Biol 437</td>
<td>Laboratory on DNA Manipulation</td>
<td>4</td>
</tr>
<tr>
<td>Biol 4522</td>
<td>Laboratory in Protein Analysis, Proteomics and Protein Structure</td>
<td>3</td>
</tr>
</tbody>
</table>

All chemistry course work must be taken in residence at Washington University to be applied toward the chemistry major. A minimum grade of C- must be earned in each course to count toward the chemistry major.

**Note:** To qualify for Latin Honors, students must complete a minimum of 21 units in advanced courses in chemistry or biochemistry, among which the following must be included:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Chem 401</td>
<td>Physical Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>Chem 402</td>
<td>Physical Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>Chem 461</td>
<td>Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

The student must also take two additional advanced courses in chemistry.

Students must also complete two additional laboratories. Students must choose one synthetic laboratory:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem 358</td>
<td>Organic Chemistry Laboratory II</td>
<td>4</td>
</tr>
<tr>
<td>Chem 470</td>
<td>Inorganic Chemistry Laboratory</td>
<td>3</td>
</tr>
</tbody>
</table>

and one physical laboratory:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem 435</td>
<td>Nuclear and Radiochemistry Lab</td>
<td>3</td>
</tr>
<tr>
<td>Chem 445</td>
<td>Instrumental Methods: Physical Chemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 334</td>
<td>Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>Biol 349</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Chem 453</td>
<td>Bioorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Chem 464</td>
<td>Inorganic Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>Chem 485</td>
<td>Nucleic Acids</td>
<td>3</td>
</tr>
</tbody>
</table>
or a second laboratory course in advanced chemistry or biology chosen from the following list:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem 358</td>
<td>Organic Chemistry Laboratory II</td>
<td>4</td>
</tr>
<tr>
<td>Chem 435</td>
<td>Nuclear and Radiochemistry Lab</td>
<td>3</td>
</tr>
<tr>
<td>Chem 445</td>
<td>Instrumental Methods: Physical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Chem 470</td>
<td>Inorganic Chemistry Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Biol 437</td>
<td>Laboratory on DNA Manipulation</td>
<td>4</td>
</tr>
<tr>
<td>Biol 4522</td>
<td>Laboratory in Protein Analysis, Proteomics and Protein Structure</td>
<td>3</td>
</tr>
<tr>
<td>Biol 4520</td>
<td>Protein Function in Model Cellular Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

Departmental Honors for the Majors in Chemistry and Chemistry with a Concentration in Biochemistry: To graduate "with distinction," a student must maintain a Chemistry grade-point average 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 that 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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem 111A</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>Chem 112A</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>Chem 151</td>
<td>General Chemistry Laboratory I</td>
<td>2</td>
</tr>
<tr>
<td>Chem 152</td>
<td>General Chemistry Laboratory II</td>
<td>2</td>
</tr>
<tr>
<td>Chem 261</td>
<td>Organic Chemistry I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Chem 262</td>
<td>Organic Chemistry II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Math 131</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>Math 132</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>Math 233</td>
<td>Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>Physics 191</td>
<td>Physics I</td>
<td>3</td>
</tr>
<tr>
<td>Physics 191L</td>
<td>Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Physics 192</td>
<td>Physics II</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: In certain instances, students may substitute Chem 105 and Chem 106 for Chem 111A and Chem 112A. Please consult with the department's director of undergraduate studies for details.

Elective courses:

Student must complete 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 at the 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 applied toward the 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; in other words, no advanced course may be "double-counted" for the course work needed to fulfill either program's minimal requirements. Should a student's major and minor programs require the same course, a departmentally sanctioned elective must be chosen to replace the course in one of the programs.

**Courses**


**L07 Chem 105 Introductory General Chemistry I**

This course traces the development of chemistry from early atomic theory to modern descriptions of structure, bonding, and intermolecular interactions. Over the course of the semester, the students learn how macroscopic observations of stoichiometry, chemical reactions, the properties of elements and compounds, and chemical periodicity developed into the microscopic understanding of molecular structure and bonding. The semester begins with fundamentals related to stoichiometry, chemical reactions, solution chemistry, and gas properties, with an emphasis on quantitative problem solving. The octet rule, Lewis structures, and valence-shell electron-pair repulsion (VSEPR) theory are then introduced as early efforts to describe the stability and structures of molecules. The localized electron model (LEM) and molecular-orbital theory (MOT) are next described as modern descriptions of chemical bonding. The course concludes with intermolecular forces such as hydrogen bonding and van der Waals interactions. This course will be a serious introductory series that requires and develops algebraic computation and problem-solving skills. Prerequisites: two years of high school math, one year of high school chemistry or physics, or permission of the instructor.

Credit 3 units. A&S IQ: NSM, AN BU: SCI
L07 Chem 106 Introductory General Chemistry II
This course covers chemical equilibrium, thermodynamics, and kinetics at a fundamental level, with an emphasis on in-class problem solving. Gas-phase reactions, heterogeneous (multi-phase) reactions, acid-base reactions, and solubility equilibria are introduced first. Chemical thermodynamics is then taught in its relation to chemical equilibrium. The course finishes with chemical kinetics and rate laws. The content is similar to that of Chem 112A, but advanced applications are omitted to allow for more in-class guided active learning. Prerequisites: two years of high-school math, one year of high-school chemistry or physics, and Chemistry 105 or 111A, or by permission of the instructors. Credit 3 units. A&S IQ: NSM, AN

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 IQ: NSM, AN Art: NSM BU: SCI

L07 Chem 111A 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 IQ: NSM, AN Arch: NSM Art: NSM

L07 Chem 112A General Chemistry II
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 IQ: NSM Art: NSM

L07 Chem 112A General Chemistry II 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 IQ: NSM Arch: NSM Art: NSM BU: SCI

L07 Chem 151 General Chemistry Laboratory I
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 IQ: NSM Arch: NSM

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 IQ: NSM Arch: NSM

L07 Chem 181 First-Year Opportunity: Applications in Chemistry
This course involves a weekly lecture by a chemistry faculty member or by another scientist from academia or industry about their 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 will 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. The course is intended primarily for freshmen who anticipate majoring in science, but interested upperclass students should also find the lectures interesting and stimulating. Students are expected to attend all lectures and associated activities during the semester. Credit/no credit only. Course is for first-year, non-transfer students only. Credit 1 unit. A&S: FYO A&S IQ: NSM Art: NSM

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

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 IQ: NSM Arch: NSM Art: NSM BU: SCI

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 IQ: NSM Arch: NSM Art: NSM

L07 Chem 290 First-Year 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 IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM Art: NSM BU: SCI

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 IQ: NSM, WI Arch: NSM Art: NSM

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 unwieldy 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 IQ: NSM Arch: NSM Art: NSM BU: SCI

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 IQ: NSM Arch: NSM Art: NSM BU: SCI

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 IQ: NSM Arch: NSM Art: NSM BU: SCI

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 IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM

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, SDA4 and others. Many of the lab exercises target proteins, nucleic acids and other biomolecular structures. As a final lab experience, students complete an independent project using tools covered in the course. 
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM
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 IQ: NSM, WI Arch: NSM Art: NSM

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

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 IQ: NSM Arch: NSM Art: NSM

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 preparing 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 IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM
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 IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM, WI Arch: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM

L07 Chem 483 Protein Biochemistry
The focus of this course is protein biochemistry, and is intended to build upon General Biochemistry (Chem 481). In this course we will focus on protein structure, folding, and techniques to purify and characterize protein activity. We will progress from initial studies to first understand protein fold and function to current efforts to better characterize protein structure-function relationships. We will also highlight human diseases that are underpinned by protein misfolding. This course will focus on reading and understanding primary literature, including landmark papers along with more recent work. During the second half of the semester, each student will select a paper and prepare a written analysis of that paper. The student will then present the paper and lead a journal club style discussion of the paper. Prerequisites: Chem 481 or instructor’s permission. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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 IQ: NSM Arch: NSM Art: NSM

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. The students then write and submit a final report describing this independent research and their findings. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM Arch: 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 the departments of 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: https://humanities.wustl.edu/childrens-studies-minor

Faculty

Co-Directors
Amy Pawl (https://english.wustl.edu/people/amy-pawl)
Senior Lecturer
PhD, University of California, Berkeley
(English)

Desirée White (https://psych.wustl.edu/people/desire%C3%A9e-white)
Professor
PhD, Washington University
(Psychological & Brain Sciences; Philosophy-Neuroscience-Psychology)

Academic Coordinator
Wendy Love Anderson (https://humanities.wustl.edu/people/wendy-love-anderson)
Assistant Director of Academic Programs
PhD, University of Chicago
(Center for the Humanities)

Faculty Advisory Board
Garrett Duncan (https://education.wustl.edu/Duncan)
Associate Professor
PhD, The Claremont Graduate School
(Education; African and African-American Studies; American Culture Studies)

Gerald L. Early (https://english.wustl.edu/people/gerald-early)
Merle Kling Professor of Modern Letters
PhD, Cornell University
(English; African and African-American 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 (https://psych.wustl.edu/people/lori-markson)
Associate Professor
PhD, University of Arizona
(Psychological & Brain Sciences; Philosophy-Neuroscience-Psychology)

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):

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ChSt 300</td>
<td>Interdisciplinary Introduction to Children’s Studies</td>
<td>3</td>
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<tr>
<td>ChSt 499</td>
<td>Senior Seminar in Children’s Studies</td>
<td>1</td>
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</table>

Core courses (6 units from the following):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ChSt 313B</td>
<td>Education, Childhood, Adolescence and Society</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 318</td>
<td>The Cultural History of the American Teenager</td>
<td>3</td>
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<tr>
<td>ChSt 321</td>
<td>Developmental Psychology</td>
<td>3</td>
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<tr>
<td>ChSt 334</td>
<td>A History of the Golden Age of Children's Literature</td>
<td>3</td>
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</tbody>
</table>

6 additional units from either the core list or from elective courses, including but not limited to the following:
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ChSt 178</td>
<td>First-Year Seminar: Imagining and Creating Africa: Youth, Culture, and Change</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 251</td>
<td>Juvenile Justice in the Black Experience</td>
<td>3</td>
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<tr>
<td>ChSt 301C</td>
<td>The American School</td>
<td>3</td>
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<tr>
<td>ChSt 304</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ChSt 3132</td>
<td>Service Learning: Girls' Studies</td>
<td>4</td>
</tr>
<tr>
<td>ChSt 3133</td>
<td>Service Learning: Feminist and Queer Youth Studies</td>
<td>4</td>
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<tr>
<td>ChSt 316W</td>
<td>Topics in American Literature: Girls' Fiction</td>
<td>3</td>
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<tr>
<td>ChSt 3195</td>
<td>Abnormal Child Psychology</td>
<td>3</td>
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<tr>
<td>ChSt 325</td>
<td>Psychology of Adolescence</td>
<td>3</td>
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<tr>
<td>ChSt 3254</td>
<td>African Americans and Children's Literature</td>
<td>3</td>
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<tr>
<td>ChSt 3270</td>
<td>Comics, Graphic Novels, and Sequential Art</td>
<td>3</td>
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<tr>
<td>ChSt 331</td>
<td>Topics in Holocaust Studies: Children in the Shadow of the Swastika</td>
<td>3</td>
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<tr>
<td>ChSt 341</td>
<td>Children and Childhood in World Religions</td>
<td>3</td>
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<tr>
<td>ChSt 342</td>
<td>Childhood, Culture, and Religion in Medieval Europe and the Mediterranean World</td>
<td>3</td>
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<td>ChSt 344</td>
<td>Children's Television</td>
<td>3</td>
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<tr>
<td>ChSt 3620</td>
<td>Anthropological Perspectives on the Fetus</td>
<td>3</td>
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<tr>
<td>ChSt 381</td>
<td>Banned Books</td>
<td>3</td>
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<td>ChSt 389</td>
<td>Narratives of Childhood</td>
<td>3</td>
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<tr>
<td>ChSt 400</td>
<td>Independent Work in Children's max Studies (up to 3 credits)</td>
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<tr>
<td>ChSt 4036</td>
<td>Children of Immigrants: Identity and Acculturation</td>
<td>3</td>
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<tr>
<td>ChSt 4046</td>
<td>Developmental Neuropsychology</td>
<td>3</td>
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<tr>
<td>ChSt 4280</td>
<td>History of Urban Schooling in the United States</td>
<td>3</td>
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<tr>
<td>ChSt 4289</td>
<td>Neighborhoods, Schools, and Social Inequality</td>
<td>3</td>
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<tr>
<td>ChSt 453B</td>
<td>Sociology of Education</td>
<td>3</td>
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<tr>
<td>ChSt 4591</td>
<td>The Development of Social Cognition</td>
<td>3</td>
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<tr>
<td>ChSt 4608</td>
<td>The Education of Black Children and Youth in the United States</td>
<td>3</td>
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<tr>
<td>ChSt 461B</td>
<td>Construction and Experience of Black Adolescence</td>
<td>3</td>
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<tr>
<td>ChSt 471</td>
<td>Topics in Japanese Culture: Reminiscences of Childhood and Youth</td>
<td>3</td>
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<tr>
<td>ChSt 481W</td>
<td>History of Education in the United States</td>
<td>3</td>
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### Additional Information

The most up-to-date list of approved electives is located on the Children's Studies Minor website (https://humanities.wustl.edu/childrens-studies-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 for those courses that have been approved by the student's minor adviser 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 First-Year Seminar: 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 will study social structures, including churches, NGOs, and developmental agencies, and we will 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. Course is for first-year, non-transfer students only.

Same as L90 AFAS 178

Credit 3 units. A&S: FYS A&S IQ: LCD Arch: HUM Art: HUM BU: IS EN: H

**L66 ChSt 251 Juvenile Justice in the Black Experience**

This course examines the sociolegal past, present, and future of American juvenile justice, with a focus on the black American experience. The course is organized in three parts. Part I surveys the late 19th-century and early 20th-century development of the "parental state," including its institutional centerpiece (the juvenile court) and its principle legal subjects ("dependents" and "delinquents"), and how these took shape alongside the contemporaneous rise of American Apartheid. Part II examines several key changes and challenges in contemporary juvenile justice, including the transformation of this institution in the wake of the Civil Rights Movement and the endurance of racialized juvenile social control in the post-Civil Rights period. Finally, Part III considers possible futures of youth justice in the United States and beyond as well as practical
strategies for achieving equal protection within and beyond the law.
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

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 by email (wendyanderson@wustl.edu) or phone: 314-935-9523. Credit variable, maximum 3 units.

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L66 ChSt 301C The American School
This course offers an analysis of the development of American schooling within the context of American social history. The 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. Same as L12 Educ 301C Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

L66 ChSt 304 Educational Psychology
A course in psychological concepts relevant to education that is 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; and how such key human characteristics as intelligence, motivation, and academic achievement can be measured. Offered fall and spring semesters. Same as L12 Educ 304 Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 of 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 IQ: HUM, SC, SD BU: BA EN: H

L66 ChSt 3133 Service Learning: Feminist and Queer Youth Studies
The categorization of 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. Note: This is a service-learning class, which means that 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 four to five hours of time per week. Before beginning community service, students must complete required training and submit material for a background check. Prerequisite: L77 100B. Same as L77 WGSS 3133 Credit 4 units. A&S IQ: SSC, SC, SD BU: BA EN: S

L66 ChSt 313B Education, Childhood, Adolescence and Society
An examination of childhood, child development, and education from different perspectives involving the 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. Same as L12 Educ 313B Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 316W Topics in American Literature: Girls' Fiction
Topic varies. Writing intensive. Same as L14 E Lit 316W Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H

L66 ChSt 318 The Cultural History of the American Teenager
Same as L14 E Lit 318
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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H, H

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 Bontempo, 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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 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 a discussion section.
Same as L21 German 331
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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.
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 IQ: LCD, Arch: HUM  Art: HUM  BU: HUM

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 IQ: HUM, Arch: HUM Art: HUM BU: ETH

L66 ChSt 344 Children’s Television
How does contemporary television imagine children? How does the industry speak to them, with what aims, and using what types of representational strategies and modes of address? In turn, how do young people respond, both as viewers and, with the advent and increasing accessibility of new technologies, as media producers? This seminar will address these and other related questions while introducing students to the study of children’s television in cultural and critical media studies. Throughout, we will address the theoretical question suggested by the course's title, a reference to the work of literary scholar Jacqueline Rose: is children’s television possible?
Same as L53 Film 344
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: LCD, Arch: HUM Art: SSC BU: BA

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 IQ: HUM Art: HUM BU: ETH

L66 ChSt 389 Narratives of Childhood
This course explores how the force of narrative arises from the play between the adult's perspective and the child's. Topics considered include orphanhood, social change, creative forces, and institutions of power. We pay particular attention to the child's voice as a narrative strategy used to confront unfathomable horrors, to reconstruct history, and to offer order to personal upheavals. We will discuss narrative forms, and how and why these narrate and reveal about the societies they purport to reflect as well as the nature of narrative itself to convey history, values, and emotion. Texts include readings such as Nurrudin Farah's "Maps"; Stella Gibbons' "Cold Comfort Farm"; Craig Thompson's "Blankets"; Philippe Grimbert's "Memory"; Dorothy Allison's "Bastard Out of Carolina"; Amos Oz's "Tale of Love and Darkness"; and Hanan al-Shaykh's "Story of Zahra." Prerequisite: Writing 1, sophomore standing, or permission of the instructor.
Same as L16 E Lit 389
Credit 3 units. Art: HUM BU: HUM

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.

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.
L66 ChSt 4036 Children of Immigrants: Identity and Acculturation
This seminar takes an interdisciplinary approach to the children of immigrants as an analytical subject. Our investigation looks into the 1.5- and second-generation youth of different cultural and ethnic backgrounds in the United States, with many case studies focusing on Asian American and Latinx individuals. Discussion topics include migration and identity, ethnicity and race, bilingualism and biculturalism, family and school, youth culture, and other pressing issues, such as mental health. The seminar offers a theoretical look into the lives of children of immigrants by introducing different research methodologies from the social sciences. The students are required to conduct an individual research project among a selected group of children of immigrants.
Same as L97 IAS 4036
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM
BU: HUM EN: H

L66 ChSt 4046 Developmental Neuropsychology
Discussion will focus on early development and the disorders that affect the brain, such as cerebral palsy, sickle cell disease, and autism. Writing Intensive. Open only to advanced undergraduates, and declared Psychology majors will be given preference. Limited to 15 students. Prerequisites: Psych 100B and one of the following: Psych 321, Psych 360, Psych 3604, Psych 4604, or Psych 3401.
Same as L33 Psych 4046
Credit 3 units. A&S IQ: NSM, WI Art: NSM

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 IQ: HUM BU: HUM EN: H

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 focus.
Same as L12 Educ 4289
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L66 ChSt 4538 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 IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA, ETH EN: S

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 IQ: SSC BU: BA EN: S

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 IQ: SSC BU: BA EN: S

L66 ChSt 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
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 IQ: HUM, LCD Art: HUM EN: H

L66 ChSt 481W History of Education in the United States
This course 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, workplace, 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 during different periods of our history.  
Same as L12 Educ 481W  
Credit 3 units.  A&S IQ: HUM, SC, SD, WI EN: H

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 Arch: HUM Art: HUM EN: H

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 Modern Chinese or the equivalent. They also must complete a prerequisite 200-level civilization course and the two-semester literature survey as well as additional advanced-level (300- and 400-level) courses. 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  
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Website: http://ealc.wustl.edu

Faculty
For a list of affiliated faculty, please visit the Department of East Asian Languages and Cultures faculty (p. 371) page.

Majors
The Major in Chinese Language and Culture

Units required: Eight courses for a minimum of 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:
Eight courses for a minimum of 24 advanced (300 level or above) units, including the following:
1. Chinese 341 Early and Imperial Chinese Literature
2. Chinese 342 Modern and Contemporary Chinese Literature
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 grade-point average of 3.65. 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 during the senior year. (This course
may be included among the 24 advanced units required 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 successfully complete 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 (i.e., Chinese 227C, 341, and 342) should be taken in residence.

5. Up to 6 units of credit may be applied toward the major from one semester abroad, and up to 12 units of credit may be applied from two semesters abroad. Note that EALC no longer distinguishes study abroad credits earned in advanced language courses from those credits earned in other content (non-language) courses.

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 of 300-level courses or above
- The following three courses:

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<tr>
<th>Code</th>
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<tr>
<td>Chinese 227C</td>
<td>Chinese Civilization</td>
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<td>Chinese 341</td>
<td>Early and Imperial Chinese Literature</td>
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<td>Chinese 342</td>
<td>Modern and Contemporary Chinese Literature</td>
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**Courses**


**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 IQ: LCD, LS BU: HUM EN: H

**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 IQ: LCD, LS BU: HUM EN: H

**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 IQ: LCD, LS BU: HUM EN: H

**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 IQ: LCD, LS BU: HUM EN: H

**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 IQ: LCD, LS Arch: HUM Art: HUM BU: HUM EN: H
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 approximately 350 new lexical 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

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 IQ: LCD, LS BU: HUM EN: H

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: HUM, LCD BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

L04 Chinese 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), and the Conception of Great Clarity (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 IQ: HUM, LCD BU: ETH EN: H

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 IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: BA, IS EN: S

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 IQ: LCD, LS BU: HUM EN: H


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 IQ: HUM, LCD BU: ETH EN: H

L04 Chinese 3101 Nineteenth-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 will 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 IQ: HUM, LCD BU: IS EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L04 Chinese 3211 Contemporary Chinese Popular Culture With the rise of Chinese economy and global capitalism, popular culture proliferates in mainland China in recent years. This course traces the development of Chinese popular and youth culture and society from the 1990s to the present. It also refers back to modern times and ancient Chinese Confucian philosophy for historical background information. The course covers various forms of Chinese popular culture, such as movie, music, television program, internet literature, religion, sport and food. Students observe primary resources and reading academic articles to engage in a multiperspective and multimedia view of the present-day China in the age of globalization and East Asian regionalization. No prerequisites.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L04 Chinese 3263 Topics in East Asian Studies: U.S.-China Relations, from 1800 to the Present A topics course on a variety of East Asian subjects.

Same as L03 East Asia 3263 Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L04 Chinese 330 Topics in Chinese Literature & Culture: Chinese Cities in the Global Context A topics course on Chinese literature and culture; topics vary by semester.

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H
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 IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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 IQ: HUM, LCD, SD Art: HUM BU: HUM, IS EN: H

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 jade, the bronze casting 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: Intro to Asian Art (L01 111) or permission of instructor.
Same as L01 Art-Arch 3415
Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: ETH, IS EN: H

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 IQ: HUM, LCD Art: AH, GFAH BU: HUM, IS EN: H

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 IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

L04 Chinese 3460 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 IQ: LCD, LS BU: HUM EN: H

L04 Chinese 3461 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 IQ: LCD, LS BU: HUM EN: H

L04 Chinese 376 Topics in Comparative Literature
This course examines the idea of connectivity in the arts. Via novels, paintings, photography, and film, we will explore questions of interpretation related to the themes of love and betrayal; bequests and legacy; and innocence and responsibility. A series of paintings by Vermeer and other Dutch masters depicting elegant women (and their dogs) in the company of their suitors will engage us in elaborate courtship rituals played out using letters, music and wine. We will also consider how, during the reigns of Francis I and Louis XIV, the French monarchy integrated Dutch art into its collections in order to assert the king's influence and authority. Students will discuss portraits that emerge from complex tableaux in Laclos's masterful novel of seduction, Les Liaisons dangereuses; in 19th-century paintings; and in contemporary photographs. The class will read Doerr's All the Light We Cannot See and de Waal's Hare with the Amber Eyes, stories that link history with art, the past with the present, and gifts with thefts and bereavements. We will study Daoud's Mursault Investigation in relation to the work that inspired it: Camus's Outsider [L'Étranger]. Adaptation will likewise inform our readings of Austen's Sense and Sensibility, Barnes's Sense of an Ending, and the pair of films based on these novels. The class will assess aspects of the original story that are lost on screen as well as the added resonances that the novels acquire in the film versions.
Same as L01 Art-Arch 3461
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L04 Chinese 399 Undergraduate Independent Study
Prerequisite: permission of instructor and section head. Credit variable, maximum 6 units.
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 IQ: LCD, SSC, WI Arch: SSC Art: SSC EN: S

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 IQ: LCD, LS Art: HUM BU: HUM, IS EN: H

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 IQ: LCD, LS EN: H

L04 Chinese 418 Sexuality and Gender in East Asian Religions
In this course we will explore the role of women in the religious traditions of China, Japan and Korea, with a focus on Buddhism, Daoism, Shamanism, Shinto and the so-called "New Religions." We will begin by considering the images of women (whether mythical or historical) in traditional religious scriptures and historical or literary texts. We will 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 will include literary and religious texts, historical and ethnological studies, biographies and memoirs, and occasional videos and films. Prerequisites: This class will be 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, will need to obtain the instructor's permission before enrolling.
Same as L23 Re St 419
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

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

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 reinvigorate 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 IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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 IQ: LCD, LS BU: IS EN: H

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 IQ: LCD, LS BU: IS EN: H

L04 Chinese 4441 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 pre-modern architecture in China. This seminar examines the origins of the palace, its construction in early Ming, the coded symbolism 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
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 4449
Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM, IS EN: H

L04 Chinese 449 Topics in Comparative Literature
Same as L16 Comp Lit 449
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

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 wisdom," 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: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD EN: H

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 IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

L04 Chinese 4701 Advanced Chinese Readings: Early Modern Vernacular Chinese Short Stories
This hybrid Chinese language-literature course is designed to meet the needs of students who have taken at least five years of Chinese language courses (including classical Chinese) and are interested in exploring Chinese language and culture in more depth by studying early modern Chinese vernacular short stories. The stories are selected from the Three Words (Sanyan), the renown three story collections by Feng Menglong, one of the most accomplished authors of vernacular fiction in the 17th-century China. The vernacular language in these stories is grammatically similar to modern Chinese, but is
charged with the vocabulary of the time and interspersed with classical Chinese verses and expressions. Studying these stories will allow students to appreciate modern grammar while discerning the development of vernacular Chinese over the centuries. Prerequisite: Five years of modern Chinese language and at least one semester of classical Chinese are required; background in Chinese literature and civilization are welcome. Credit 3 units.

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. Credit 3 units. A&S IQ: HUM, LCD

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 IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L04 Chinese 479 Reading Seminar in Modern Chinese Literature:Envisioning a New China: The May Fourth Era (1919-1949)
A seminar on modern Chinese literature with varying topics. Prerequisite: instructor’s permission. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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 IQ: HUM, LCD Art: HUM EN: H

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.

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.

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 IQ: HUM, LCD Art: HUM

L04 Chinese 4891 Topics in Chinese Lit & Culture: Commentary, Philology, & Theories of Reading in East Asian History
A topics course on Chinese literature and culture; topics vary by semester. Prerequisite: instructor's permission. Credit 3 units. A&S IQ: LCD, SSC Art: HUM EN: S

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.

Classics
Classics is the study of all aspects of the cultures of the ancient Greeks and Romans, including their history, languages, literature, thought and material culture as well as their reception in later cultures. 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 the 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 that support the study of classics include a substantial library collection of materials related to the ancient world, collections of Greek papyri and art, and the Wulfing Coin Collection, which is one of the largest collections of ancient coins owned by an American university.

Contact: Amelia Goldsby
Phone: 314-935-5123
Email: classics@wustl.edu
Website: http://classics.wustl.edu

Faculty
Endowed Professor
Timothy Moore
John and Penelope Biggs Distinguished Professor of Classics
Director of Undergraduate Studies
PhD, University of North Carolina

Professor Moore’s work concentrates on several areas of classical antiquity, including the comic theater of Greece and Rome, Greek and Roman music, and Roman historiography. Current projects include a database and book on music in Greek and Roman theater and articles on music and poetic rhythm in ancient Rome. He also has interests in the history of theater,
especially American musical theater and Japanese Kyogen comedy.

**Professor and Chair**

Catherine Keane  
Department Chair  
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  
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.

Zoe Stamatopoulou  
Director of Graduate Studies  
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 (especially Plutarch).

**Assistant Professors**

Nicola Aravecchia  
PhD, University of Minnesota

Professor Aravecchia’s research interests encompass the art and archaeology of Greco-Roman and Late Antique Egypt. He has taught courses in classical languages, ancient history, art and archaeology in the United States, Egypt and Australia. His current work focuses on the origins and development of Early Christian architecture in rural Egypt. Since 2005, he has been involved in archaeological projects in the Dakhla Oasis, located in the Western Desert of Upper Egypt.

Thomas 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**  
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**

Joan Carr  
PhD, Saint Louis University

Lance Jenott  
PhD, Princeton University

Professor Jenott has taught courses on the New Testament, studies in Christian origins, and Coptic language and literature. His other interests include Second Temple Judaism, Greco-Roman philosophy, classical civilizations, and theories and methods in the study of religion. Dr. Jenott is the author of *The Gospel of Judas: Coptic Text, Translation, and Historical Interpretation of the ‘Betrayer’s Gospel’*, and he is the co-author of *The Monastic Origins of the Nag Hammadi Codices*. He is currently working on a commentary on the Gospel of Judas for the Hermeneia Series by Fortress Press.

Grizelda McClelland  
Assistant Dean, College of Arts & Sciences  
PhD, Washington University

Rebecca Sears  
PhD, University of Michigan

Rebecca Sears’ research interests include ancient music, papyrology, Latin poetry (particularly Ovid’s *Metamorphoses*) and ancient magic. She is currently working on a textbook for the University of Michigan Press that will discuss important technical and cultural features of both Greek and Roman music as well as the reception and reconstruction of ancient music. In addition to her love of classical languages and cultures, she is a violinist who has performed in benefit concerts throughout New England.

**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  
PhD, Harvard 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, are required. 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 which must be at the 400 level. Classics 225D may not be counted. 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, although 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 (p. 316) and additional information (p. 316).

The Major in Ancient Studies

Total units required: 24

Required courses:

Students will take 24 units drawn from courses in the Department of Classics and related departments. Of these, 18 units must be at the advanced level, at least 6 of which must be at the 400 level. Greek 102D and Latin 102D or a first-year seminar 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, philosophy). Therefore, at least 9 of the 18 advanced units of the major should be taken in one such specific area. Classics 225D may not be counted.

Please consult the sections below regarding the required capstone experience (p. 316) and additional information (p. 316).

Required Capstone Experience

All Classics and Ancient Studies majors are required to have a capstone experience of some kind in which they can pull together everything that they have learned in their Classics courses. Except in unusual cases (e.g., a junior year abroad experience), 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

Study Abroad: Study abroad for a semester in Rome or Athens is an option many Classics and Ancient Studies majors select. Washington University is a member of the Intercollegiate Center for Classical Studies (ICCS) consortium. Majors and minors regularly attend the one-semester ICCS program in Rome. Many classics students also study for one semester through the College Year in Athens (CYA) program. Students interested in these programs should consult Professor Cathy Keane (https://classics.wustl.edu/people/catherine-keane). Some other study abroad programs will also allow students to earn major credit in Classics or Ancient Studies.

Senior Honors: Students who are planning to pursue graduate work should enter the honors program, and other students are encouraged to consider this program as well. 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 grade-point average of 3.65 or above, and permission of the chair. A formal application should be submitted in April 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 during the fall semester of the senior year. A final draft is submitted to the director no later than February 1, and a final copy is submitted to the full thesis committee before the March break. Credit of 6 units is awarded upon presentation of an acceptable thesis. These credits will be in addition to the 24 credits of the major; those students 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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greek 317C &amp; 318C</td>
<td>Introduction to Greek Literature and Introduction to Greek Literature</td>
<td>6</td>
</tr>
</tbody>
</table>

Elective courses:

Three other adviser-approved courses (9 units) in Greek, Latin or Classics are required. 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.

A first-year seminar may substitute for the 200-level course.

The Minor in Ancient Studies

Units required: 15

Required courses:

At least two courses must be chosen from the following list:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classics 341C</td>
<td>Ancient History: The Roman Republic</td>
<td>3</td>
</tr>
<tr>
<td>Classics 342C</td>
<td>Ancient History: The Roman Empire</td>
<td>3</td>
</tr>
<tr>
<td>Classics 345C</td>
<td>Greek History: The Dawn of Democracy</td>
<td>3</td>
</tr>
<tr>
<td>Classics 346C</td>
<td>Greek History: The Age of Alexander</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective courses:

Students need to complete three other courses in the culture of Greece and Rome; the selection must be mutually agreed upon by the department adviser and the student. No more than two courses may be at the 200 level. Classics 225D may not be counted. A first-year seminar may count for one of the two 200-level courses.

Courses

Classics


L08 Classics 1135 First-Year 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: FYS A&S IQ: HUM, LCD BU: IS EN: H

L08 Classics 1137 First-Year 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: FYS A&S IQ: HUM, LCD EN: H

L08 Classics 114 First-Year 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.


L08 Classics 115 First-Year Seminar: Engaging the Classical Past in Modern Fiction

This course will explore the persistent — but often camouflaged — influence of classical antiquity on modern genre (popular) fiction. Students will read and discuss both texts from antiquity (e.g., Ovid’s “Metamorphoses,” Lucian’s “A True History”) and selections from the works of major 20th-century authors drawn from the canon of a specific genre. Although popular fiction embraces a wide range of authors and styles, genres that are particularly engaged with the classical past include science fiction (e.g., Jules Verne, Suzanne Collins), fantasy (e.g., J.R.R. Tolkien, Rick Riordan), horror (e.g., H.P. Lovecraft, Stephen King), mystery (e.g., Elizabeth Peters, Steven Saylor), and adventure (e.g., Clive Cussler, David Gibbins). Discussion of these texts will include theorization about the nature of the genre and its origins as well as specific examples of allusions and intertexts to ancient Greek and Roman authors, focusing on the characters, artifacts, monsters, themes, legends, and plot devices drawn from Greco-Roman mythology or modern mythology about Classical antiquity.

Course is for first-year, non-transfer students only.
L08 Classics 116 First-Year 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: FYS A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

L08 Classics 1165 First-Year 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: FYS A&S IQ: HUM Art: AH BU: HUM, IS EN: H

L08 Classics 137 First-Year 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: FYS A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H


In ancient Athens, citizens had the power to prosecute others for wrongs committed not only against themselves but also against society as a whole. All citizens defended themselves without the aid of lawyers and judges. This system depended upon an intensely democratic structure of jury courts and laws and upon the development of rhetoric as an artful speech by which to persuade fellow citizens to find one way or the other. Nearly 100 speeches survive from the Athenian courts, and they provide a remarkable window into Athenian society, politics, and law. In addition to reading translations of many of these speeches, we will examine the physical setting of Athenian courts and explore the manner in which this legal system was integral to Athens’ democracy. Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

L08 Classics 180 First-Year Seminar: Sexuality in Early Christianity

This course is for freshmen only. The topic varies from semester to semester. Recent topics include Miracles; Sexuality in Early Christianity; and The Self in Chinese Thought. Same as L23 Re St 180 Credit 3 units. A&S: FYS A&S IQ: HUM Art: HUM BU: ETH EN: H

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: AMP A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

L08 Classics 22SD 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 IQ: HUM Art: HUM BU: HUM EN: H

L08 Classics 228 Theater Culture Studies I: Antiquity to Medieval

A survey of ancient, medieval and Renaissance theater and performance, both in the west and in the east, both as it reflects and shapes culture. Coverage will include the following areas: ancient Greece, ancient Rome, classical Sanskrit theater, Yuan China, medieval Japan, medieval Europe, Renaissance
Italy, and Renaissance England. Both scripted theater and performance practices will be examined through the lenses of dramatic literature, theater history, performance studies, and dramatic theory. A continual emphasis will be on marginal and underrepresented figures, as we will attempt to excavate forgotten histories from the theatrical past. Same as L15 Drama 228C
Credit 3 units. A&S: AMP A&S IQ: HUM BU: HUM EN: H

L08 Classics 232E Myths and Monuments of Antiquity
An introduction to the ancient world (circa 3500 B.C. to A.D. 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. Same as L01 Art-Arch 232
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM EN: H

L08 Classics 234 The Greek World
This course offers an introduction to the society and culture of ancient Greece, the civilization that created Homer, Socrates, and Herodotus, among many others. Using a wide variety of literary, documentary, and material sources, we will focus on one central question: what does it mean to be Greek in antiquity? We will explore how the negotiation of 'Greekness' affects cultural values, how it influences the geopolitics of the ancient Mediterranean, how women, slaves, and immigrants fit (or do not fit) into this Greekness, how ancient Greek democracy arises, and how it dies.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM EN: H

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 IQ: HUM, LCD Arch: HUM BU: HUM IS EN: H

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 IQ: HUM, LCD Art: HUM BU: HUM EN: H

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 IQ: LCD, SSC, SD Art: SSC BU: BA EN: S

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 BU: HUM, IS EN: H

L08 Classics 300 Independent Study
Credit variable, maximum 3 units.

L08 Classics 3003 Writing Intensive in Ancient Studies: Golden Ages, Nostalgia, and the Idealized Past
Study of selected topics in Classics. This is a writing-intensive course.
Credit 3 units. A&S IQ: HUM, LCD, WI EN: H

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 IQ: HUM, LCD Art: HUM BU: HUM EN: H

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
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 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 Judaic, 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, SC, SD BU: BA EN: H

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 will study monuments ranging over a millennium in time and located throughout the ancient Mediterranean. Particular attention will be paid to the social, political, and religious aspects of ancient Greco-Roman painting, and to questions of innovation in artistic practice. Special emphasis will be placed on students' cultivation of the tools of art-historical analysis, and of the presentation of that analysis in written form.

Prerequisites: Intro to Western Art (L01 215) or permission of instructor.

Same as L01 Art-Arch 3330

Credit 3 units. A&S IQ: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

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 IQ: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD Arch: HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

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, permission of instructor.

Same as L30 Phil 347C

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: ETH EN: H

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
emphasize on the insights they offer into Greek society and interactions with the wider Mediterraneanan world. Same as L01 Art-Arch 331
Credit 3 units. A&S IQ: HUM Art: AH, GFAH BU: HUM, IS EN: H

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 BU: HUM EN: H

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. Art: HUM BU: HUM

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 IQ: HUM EN: H

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 IQ: HUM, SD, WI BU: BA EN: H

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. Art: HUM BU: HUM

L08 Classics 3751 Topics in Classics: Pastoral Literature
This course examines the idea of connectivity in the arts. Via novels, paintings, photography, and film, we will explore questions of interpretation related to the themes of love and betrayal; bequests and legacy; and innocence and responsibility. A series of paintings by Vermeer and other Dutch masters depicting elegant women (and their dogs) in the company of their suitors will engage us in elaborate courtship rituals played out using letters, music, and wine. We will also consider how, during the reigns of Francis I and Louis XIV, the French monarchy integrated Dutch art into its collections in order to assert the king's influence and authority. Students will discuss portraits that emerge from complex tableaux in Lacroix's masterful novel of seduction, "Les Liaisons Dangereuses"; in 19th-century paintings; and in contemporary photographs. The class will read Doee's "All the Light We Cannot See" and de Waal's "Hare With the Amber Eyes," which are stories that link history with art, the past with the present, and gifts with thefts and bereavements. We will study Daoud's "Meursault Investigation" in relation to the work that inspired it: Camus's "Outsider [L'Etranger]." Adaptation will likewise inform our readings of Austen's "Sense and Sensibility," Barnes's "Sense of an Ending," and the pair of films based on these novels. The class will assess aspects of the original story that are lost on screen as well as the added resonances that the novels acquire in the film versions.
Same as L16 Comp Lit 375
Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM BU: IS EN: H
L08 Classics 385W Comedy, Ancient and Modern
In this course we will examine the nature of dramatic comedy and its role in society. We will read, discuss and write about comedies from ancient Greece and Rome and from various modern nations, paying particular attention to the following questions: Do comic plays reinforce or challenge the preconceptions of their audiences? How have comic playwrights responded to issues such as class, gender, religion, and politics? Why does comedy have such power both to unite and to divide people? This course has an extensive writing component, so much of our time will be spent writing about the comedies we will read, revising what we have written, and discussing how best to write about comedy.
Credit 3 units. A&S IQ: HUM, LCD, WI BU: HUM EN: H

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 IQ: HUM Art: HUM BU: HUM

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 IQ: HUM, LCD Art: HUM BU: HUM

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 IQ: HUM Art: HUM BU: HUM

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 IQ: HUM BU: HUM EN: H

L08 Classics 4001 Independent Study
Credit 3 units.

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 IQ: HUM, LCD BU: HUM

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 IQ: HUM Arch: HUM Art: AH, GFAH, HUM, HUM EN: H

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 immediate 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 IQ: HUM EN: H
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 IQ: HUM, LCD Art: HUM

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 IQ: HUM, LCD  Art: HUM

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 IQ: HUM Art: AH EN: H

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. A&S IQ: HUM Art: HUM EN: H

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 IQ: HUM EN: H

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. EN: H

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

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 IQ: HUM, WI  EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
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 IQ: HUM, LCD  EN: H

L08 Classics 453 The Greek Symposium
This course explores the history, archaeology, material culture, and sociology of the symposion in ancient Greece. While we will focus mainly on the archaic and classical Greek symposion, we will also examine its reception in the Roman world. In this context, we will study art and literature produced for the symposion, as well as representations of the symposion in literature, especially in lyric poetry, drama, and philosophical prose.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD EN: H

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, universalism 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 IQ: HUM EN: H

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’s 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 IQ: HUM, LCD BU: HUM, IS EN: H

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 BU: HUM, IS EN: H

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.

L08 Classics 495 Beginning Sanskrit
Credit 1 unit.

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. 489) page of this Bulletin.

Latin
For Latin courses, please refer to the Latin (p. 656) 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 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 the Arts & Sciences Curriculum
Comparative Literature offers first-year 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.

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Endowed Professors
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Barbara Schaps Thomas and David M. Thomas Professor in the Humanities; Associate Vice Chancellor for Academic Affairs; Vice Provost
PhD, University of Washington

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.
Professors
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Honorary Lecturer

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Honorary Senior Lecturer
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Majors

The Major in Comparative Literature

Units required: 27

Required courses:
- 27 units of Comparative Literature courses, including the following:
  - Comp Lit 211 World Literature (3 units)
  - Comp Lit 3050 Literary Modernities in Europe and America: 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 the completion of a capstone experience. Students who are double majoring may elect to complete their capstone in the other major.
- Students of Comparative Literature 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.

Note: Students should be aware that courses satisfying the major requirements in another department cannot also be counted in satisfaction of the major requirements of Comparative Literature or Comparative Arts.

Additional Information

Senior Honors: To be considered for honors, a student must have a grade-point average of at least 3.7 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 in Europe and America: Text and Tradition (3 units)
• Three additional Comparative Literature courses at the 300 or 400 level

Students who minor in comparative literature 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.

The Minor in Comparative Arts

Units required: 15

Required courses: 15 units of study, distributed as follows:

• 6 units of Comparative Literature, including the following:
  - 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 of Comparative Literature.)

• Students who minor in 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.

Courses


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 poignantly 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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 115 First-Year 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.


L16 Comp Lit 137A First-Year 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: FYS A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

L16 Comp Lit 151C First-Year Seminar: Immigrants and Exiles

Reading courses, each limited to 15 students. Topics include selected writers, varieties of approaches to literature (e.g., Southern fiction, the modern American short story, the mystery); consult course listings. Course is for first-year, non-transfer students only.

Same as L14 E Lit 151

Credit 3 units. A&S: FYS A&S IQ: HUM Art: HUM BU: HUM EN: H

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: FYS A&S IQ: HUM

L16 Comp Lit 1710 First-Year Seminar: 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


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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: AMP A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

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 IQ: HUM Art: HUM BU: HUM

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 IQ: HUM, LCD Art: HUM BU: HUM EN: H

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 IQ: HUM Art: HUM BU: HUM

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM Art: HUM BU: ETH

L16 Comp Lit 260 Cityscapes
Uses literature to explore past urban societies. 
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

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

L16 Comp Lit 3003 Writing Intensive in Ancient Studies: Golden Ages, Nostalgia, and the Idealized Past
Study of selected topics in Classics. This is a Writing Intensive course.
Same as L08 Classics 3003
Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

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 in 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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM, WI Art: HUM BU: HUM EN: H
L16 Comp Lit 3050 Literary Modernities in Europe and America: 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 306C Voice, Language and Power: Late Medieval Religious Writing
In the later Middle Ages, there is a flowering throughout Christian Europe of religious writings that offer a new voice in which personal religious experience can be pursued and expressed. Their voices are mainly intended to be communal ones, to be contained within the Church and regulated by it. But in each case the fact that it is a voice may offer a mode of resistance, or of difference. Such writing is often aimed at lay people, sometimes exclusively at women; and sometimes the intended auditors become the authors, and propose a version of religious experience that claims a new and more intimate kind of power for its readers. This course looks at a wide range of such writing in vernacular languages read in translation (English, French and German), including the work of Meister Eckhart, Marguerite Porete, Margery Kempe, Julian of Norwich, Eleanor Hull, the anonymous writer of The Cloud of Unknowing and the perhaps pseudonymous William Langland, author of Piers Plowman. Whether such writing seeks to be orthodox or conducive to heresy, it presents a challenge to the power of clergy — a challenge that is written in the vernacular language of lay people, rather than clerical Latin, and in doing so offers distinctively new voices for religious experience. The course will also look at ways in which such work might have been influenced, if only oppositionally or at times indirectly, by contact with Muslim and Jewish writing (including Jewish exegesis of the Psalms).
Same as L23 Re St 3065
Credit 3 units. Arch: HUM Art: HUM BU: ETH EN: H

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 Ondaatjie and Romesh Gunesekera, 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 307B Literary Modernities in East Asia: The Interplay of Tradition, Modernity, & Empire: Text & Tradition
This course will explore the complex forces at work in the emergence of modern East Asia through a selection of literary texts spanning fiction, poetry and personal narrative. Our readings — by Chinese, Japanese, Korean, and Taiwanese writers and poets — will point to the distinctively different and dramatically shifting circumstances of modern East Asian nations and peoples, as well as to their shared values and aspirations.
Same as L93 IPH 307
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L16 Comp Lit 311A Topics in English and American Literature: The Environment Crisis Novel
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 IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM EN: H UColl: CD

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 312A
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 312C The Literature of Obsession
Starting with Allan Bloom's "The Closing of the American Mind," a book that helped reignite the Culture Wars, this course will consider 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, as well as a time of economic expansion and cultural tension. In our consideration of this period, we will take a multidisciplinary approach when tackling a variety of materials — ranging from literary fiction (Philip Roth's "The Human Stain," Jonathan Franzen's "The Corrections") and popular films (Spike Lee's "Do the Right Thing," the Cohen brothers' "The Big Lebowski") to personal memoir and the music of Nirvana and Public Enemy — in an attempt to come to a better understanding of our recent history. Throughout the semester, we will pursue the vexed cultural, political, and historical questions that Americans faced during the years between the fall of the Berlin Wall and the terrorist attacks of September 11, 2001, and we will consider how literary texts imagined this period of American history.

Same as L4 E Lit 312W
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 313E Introduction to Comparative Arts
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM, LCD EN: H

L16 Comp Lit 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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 IQ: HUM, LCD BU: IS EN: H

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 a discussion section.
Same as L21 German 331
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

L16 Comp Lit 332 Literature and Art
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

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, Mollière, Fielding, Gogol, Wilde, Stoppard and Dario Fo.
Credit 3 units. Art: HUM BU: HUM

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. Art: HUM BU: HUM

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 IQ: HUM Art: HUM BU: HUM

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 IQ: HUM Art: HUM BU: HUM

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 JIMES 349
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

L16 Comp Lit 3508 Introduction to South Asian Literature I
Same as L73 Hindi 350
Credit 3 units. BU: HUM

L16 Comp Lit 351 A World of Words
This seminar is designed for undergraduate students who are interested in literature, foreign languages, creative writing and translating. In this course, students will enrich their studies in foreign languages, cultures and literatures with creative work. Participants will read and discuss practical criticism, present their own creative projects, and hone their skills as writers, translators and readers. At the conclusion of the course, students will have the choice of presenting a polished work of translation or a piece of original writing. In addition to presenting myriad possibilities for translating into and from English, the course can accommodate creative writers in English, Spanish, French, German, Korean and Chinese. Students who wish to enroll in this course should contact the Program in Comparative Literature for further information. There is a limit of 14 participants for this class.

Credit 3 units. A&S IQ: HUM, WI Art: HUM BU: HUM EN: H

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 Ngugi 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 IQ: HUM, LCD BU: HUM EN: H

L16 Comp Lit 352A Topics in Literature
Topics course which varies by semester.
Same as L14 E Lit 3522
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H UColl: HUM

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, satirical verse, 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. Art: HUM BU: HUM

L16 Comp Lit 364 Literature and Ethics
Credit 3 units. A&S IQ: HUM Art: HUM BU: ETH EN: H

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 IQ: HUM EN: H

L16 Comp Lit 369A Reading Sex in Premodern England: Medieval Sexualities
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 will ask certain questions: How does premodern culture imagine gendered identities, sexual difference, and erotic desire? How do various contexts — medical, religious, social, private, and 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 will 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 will 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 IQ: HUM, SD BU: HUM EN: H

L16 Comp Lit 3721 Topics in Renaissance Literature
Same as L14 E Lit 3725
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 375 Topics in Comparative Literature
This course examines the idea of connectivity in the arts. Via novels, paintings, photography, and film, we will explore questions of interpretation related to the themes of love and betrayal; bequests and legacy; and innocence and responsibility.
A series of paintings by Vermeer and other Dutch masters depicting elegant women (and their dogs) in the company of their suitors will engage us in elaborate courtship rituals played out using letters, music and wine. We will also consider how, during the reigns of Francis I and Louis XIV, the French monarchy integrated Dutch art into its collections in order to assert the king’s influence and authority. Students will discuss portraits that emerge from complex tableaux in La Calend’s masterful novel of seduction, Les Liaisons dangereuses; in 19th-century paintings; and in contemporary photographs. The class will read Doer’s All the Light We Cannot See and de Waal’s Hare with the Amber Eyes, stories that link history with art, the past with the present, and gifts with thefts and bereavements. We will study Daoud’s Meursault Investigation in relation to the work that inspired it: Camus’s Outsider [L’Etranger]. Adaptation will likewise inform our readings of Austen’s Sense and Sensibility, Barnes’s Sense of an Ending, and the pair of films based on these novels. The class will assess aspects of the original story that are lost on screen as well as the added resonances that the novels acquire in the film versions.
Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM BU: IS EN: H

L16 Comp Lit 376 Refugees: Displacement and Asylum in World Literature
By 2017 at least 65.6 million people (or 1 in 113 individuals) have been forcibly displaced within their own countries or across borders. In this course we will study literary texts and other forms of cultural production that will provide a window into the complexity of refugee lives from World War II to the present. In addition to contextualizing the historical and legal significance of such terms as “refugee,” “asylum,” or “forced displacement,” our discussions of novels, short stories, memoirs, plays, and films will also allow us to engage with the broader meanings of concepts that include hospitality, identity, belonging and citizenship. Readings may include works by Hannah Arendt, Reinaldo Arenas, Bertold Brecht, Edwidge Danticat, Aleksandar Hemon, Valeria Luiselli, Dinaw Mengestu, Viet Than Nguyen, Anna Seghers, and Warshan Shire. We will also discuss the films Casablanca (Michael Curtiz, 1943), Children of Men (Alfonso Cuarón, 2006), Beasts of the Southern Wild (Benh Zeitlin, 2012), and Fire at Sea (Gianfranco Rosi, 2014), and, finally, examine media depictions of refugees and multimedia platforms, such as Refugee Republic. Course conducted entirely in English. Open to freshmen. Students must enroll in both main section and one discussion section.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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. Art: HUM

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 IQ: HUM BU: IS EN: H

L16 Comp Lit 385 Topics in Comparative Literature
Subject matter varies from semester to semester.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
L16 Comp Lit 385A Comedy, Ancient and Modern
In this course we will examine the nature of dramatic comedy and its role in society. We will read, discuss and write about comedies from ancient Greece and Rome and from various modern nations, paying particular attention to the following questions: Do comic plays reinforce or challenge the preconceptions of their audiences? How have comic playwrights responded to issues such as class, gender, religion, and politics? Why does comedy have such power both to unite and to divide people? This course has an extensive writing component, so much of our time will be spent writing about the comedies we will read, revising what we have written, and discussing how best to write about comedy.
Same as L08 Classics 385W
Credit 3 units. A&S IQ: HUM, LCD, WI BU: HUM EN: H

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. Art: HUM

L16 Comp Lit 389 Narratives of Childhood
This course explores how the force of narrative arises from the play between the adult’s perspective and the child’s. Topics considered include orphanhood, social change, creative forces, and institutions of power. We pay particular attention to the child’s voice as a narrative strategy used to confront unfathomable horrors, to reconstruct history, and to offer order to personal upheavals. We will discuss what these narratives reveal about the societies they purport to reflect as well as the nature of narrative itself to convey history, values, and emotion. Texts include readings such as Nuruddin Farah’s “Maps,” Stella Gibbons’ “Cold Comfort Farm,” Craig Thompson’s “Blankets,” Philippe Grimbert’s “Memory,” Dorothy Allison’s “Bastard Out of Carolina,” Amos Oz’s “Tell of Love and Darkness,” and Hanan al-Shaykh’s “Story of Zahra.” Prerequisites: Writing 1, sophomore standing, or permission of the instructor.
Credit 3 units. Art: HUM BU: HUM

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. Art: HUM

L16 Comp Lit 393 Literary Theory
Credit 3 units. 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 Community-Engaged Teaching component in collaboration with a St. Louis-based business partner. Prerequisite: none. CET (https://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course.
Credit 3 units. 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. Art: HUM

L16 Comp Lit 405A Theory and Methods in the Humanities
Same as L93 IPH 405
Credit 3 units. A&S IQ: HUM Arch: HUM Art: 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 IQ: HUM Art: 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. 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 origin 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 undergraduate and graduate students. Prerequisites: course work in WGSS or in literary theory (300-level and above) and cultural theory in an interdisciplinary context. Note: This course fulfills the capstone requirement for students majoring in Jewish, Islamic and Near Eastern Languages and Cultures, but is open to advanced undergraduate and graduate students. Prerequisites: advanced course work in WGSS or in literary theory (300-level and above) or permission of instructor. Same as L75 JIMES 409
Credit 3 units. A&S IQ: HUM, LCD EN: H

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 ITH 4111
Credit 3 units. A&S IQ: HUM, LCD EN: H

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 IQ: HUM Art: HUM EN: H

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 IQ: HUM, SC, SD Arch: HUM Art: HUM EN: H

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 IQ: HUM, WI Arch: HUM Art: HUM EN: H

L16 Comp Lit 420A Topics in English and American Lit
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 IQ: HUM Art: HUM EN: H

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 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 IQ: HUM, LCD Art: AH, GFAH EN: H

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 IQ: HUM, LCD, SC, SD EN: H

L16 Comp Lit 424 Senior Seminar
Intensive study of a comparative topic in a seminar situation. Credit 3 units. Art: HUM

L16 Comp Lit 425 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 IQ: HUM Art: HUM

L16 Comp Lit 425A 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 will 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 will 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 will introduce you 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 will vary from semester to semester. Please refer to semester course listings for current offerings. Same as L93 IPH 425
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L16 Comp Lit 430 Narrative Theory
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

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 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.

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

L16 Comp Lit 432A Programming for Text Analysis
This course will introduce basic programming and text-analysis techniques to humanities students. Beginning with an introduction to programming using the Python programming language, it will cover the core concepts required for working with text corpora. We will cover the basics of acquiring data from the web, string manipulation, regular expressions, and the use of programming libraries for text analysis. Later in the course, students will be introduced to larger text corpora and learn to calculate simple corpus-statistics, techniques such as tokenization, chunking, extraction of thematically significant words, stylometrics and authorship attribution. We will end with a brief survey of more advanced text-classification terminology and topics from natural language processing such as stemming, lemmatization, named-entity recognition, and part-of-speech tagging.
Same as L93 IPH 432
Credit 2 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

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 IQ: HUM Art: HUM EN: H

L16 Comp Lit 435A 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 theatre from Wedekind to Toller and Kaiser; 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, Lang. Prerequisite: Drama 208E, Drama 336, or permission of instructor. Same as L15 Drama 435
Credit 3 units. Art: HUM

L16 Comp Lit 435B 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 theatre from Wedekind to Toller and Kaiser; 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, Lang. Prerequisite: Drama 208E, Drama 336, or permission of instructor. Same as L15 Drama 435
Credit 3 units. Art: HUM

L16 Comp Lit 435C 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 theatre from Wedekind to Toller and Kaiser; 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, Lang. Prerequisite: Drama 208E, Drama 336, or permission of instructor. Same as L15 Drama 435
Credit 3 units. Art: HUM
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. Art: HUM

L16 Comp Lit 438 Aesthetics
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L16 Comp Lit 449 Writing from the Periphery: The Question of Chineseness
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L16 Comp Lit 450A Topics in the Humanities
Same as L93 IPH 450
Credit 3 units. A&S IQ: HUM, LCD, WI EN: H

L16 Comp Lit 450C Interdisciplinary Topics in the Humanities: Romancing the Ruins
Same as L93 IPH 450A
Credit 3 units.

L16 Comp Lit 455C Senior Colloquium
Same as L93 IPH 455
Credit 3 units. A&S IQ: HUM EN: H

L16 Comp Lit 461A Ocean, Island, Ghetto, Globe: The Routes and Horizons of Asian-American Literature
Studies in special subjects, e.g., alliteration 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 IQ: HUM Art: HUM EN: H

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 (Cedipus, Antigone, Narcissus), and how ancient madness might partake in a critique of contemporary understandings of mental illness. Credit 3 units. A&S IQ: HUM, LCD EN: H

L16 Comp Lit 4710 Topics in Japanese Culture: Reminiscences of Childhood and Youth
A topics course on Japanese culture; topics vary by semester. Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

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. Credit 3 units. A&S IQ: HUM Art: HUM BU: ETH EN: H

L16 Comp Lit 493 The Unmaking and Remaking of Europe: The Literature and History of the Great War of 1914-1918
Credit 3 units.

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 IQ: HUM Art: HUM BU: HUM EN: H

L16 Comp Lit 495 The 19th-Century Novel: Ambition and Desire

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

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

L16 Comp Lit 4980 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 IQ: HUM EN: H

L16 Comp Lit 498A Spenser
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). Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H
Credit 4 units. A&S IQ: HUM, WI EN: H

**Dance**

Students may select dance as a major through the Performing Arts Department (p. 722). This Bachelor of Arts course of study combines intensive studio work in technique and theory of modern dance, ballet and composition with seminars that examine dance both as a global phenomenon reflecting culturally historic and aesthetic features as well as an area of scientific research with therapeutic applications. 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 may also choose to minor in dance 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 of 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.

In addition, the department 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. Students particularly interested in performing may audition for the student repertory company Washington University Dance Collective (WUDC). WUDC rehearses and performs throughout the year at area venues as well as on campus. Every spring, student choreographers can audition their work for Student Dance Showcase, which is 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 to take master classes. Students may also participate in departmental drama productions as well as student productions of choreography and theater.

**Contact:**
Cecil Slaughter
Phone: 314-935-8075
Email: cslaught@wustl.edu
Website: http://pad.artsci.wustl.edu

**Faculty**

**Chair**

Pannill Camp (https://pad.wustl.edu/people/pannill-camp)
PhD, Brown University
(Drama)

**Professors**

Robert K. Henke (https://pad.wustl.edu/people/robert-henke)
PhD, University of California, Berkeley
(Drama)

Henry I. Schvey (https://pad.wustl.edu/people/henry-i-schvey)
PhD, Indiana University
(Drama)

**Associate Professors**

Paige McGinley (https://pad.wustl.edu/people/paige-mcginley)
PhD, Brown University
(Drama)

Julia Walker (https://pad.wustl.edu/people/julia-walker)
PhD, Duke University
(Drama)

**Assistant Professors**

Joanna Dee Das (https://pad.wustl.edu/people/joanna-dee-das)
(on sabbatical 2019-20)
PhD, Columbia University
(Dance)

Rhaisa Williams (https://pad.wustl.edu/people/rhaisa-williams)
PhD, Northwestern University
(Drama)

**Teaching Professors**

Robert Mark Morgan (https://pad.wustl.edu/people/robert-mark-morgan)
MFA, San Diego State University
(Drama)

Andrea Urice (https://pad.wustl.edu/people/andrea-urice)
MFA, University of Virginia
(Drama)

**Professors of Practice**

Christine Knoblauch-O’Neal (https://pad.wustl.edu/people/christine-knoblauch-oneal)
PhD, Texas Woman’s University
(Dance)

David W. Marchant (https://pad.wustl.edu/people/david-marchant)
MFA, University of Iowa
(Dance)

Jeffery S. Matthews (https://pad.wustl.edu/people/jeffery-matthews)
MFA, Virginia Commonwealth University
(Drama)
Annmaria Pileggi (https://pad.wustl.edu/people/annamaria-pileggi)
MFA, Brandeis University
(Drama)

Cecil Slaughter (https://pad.wustl.edu/people/cecil-slaughter)
MFA, University of Iowa
(Dance)

William Whitaker (https://pad.wustl.edu/people/william-whitaker)
MFA, Florida Atlantic University
(Drama)

Artist-in-Residence

Ron Himes (https://pad.wustl.edu/people/ron-himes)
Henry E. Hampton Jr. Artist-in-Residence
BSBA, Washington University
(Drama)

Senior Lecturer

Sean Savoie (https://pad.wustl.edu/people/sean-savoie)
MFA, University of Cincinnati, College Conservatory of Music
(Drama)

Senior Lecturer/Senior Playwright-in-Residence

Carter W. Lewis (https://pad.wustl.edu/people/carter-w-lewis)
MA, University of Oklahoma
(Drama)

Lecturer

Dominique Glaros (https://pad.wustl.edu/people/dominique-glaros)
MFA, University of Cincinnati, College Conservatory of Music
(Drama)

Professor Emerita

Mary-Jean Cowell (https://pad.wustl.edu/people/mary-jean-cowell)
PhD, Columbia University
(Dance)

Majors

The Major in Dance

Total units required: 35-36 units

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 or Jazz Dance.

Prerequisites (8-9 units):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WU dance course (2-3 units) or advanced placement in dance</td>
<td>2-3</td>
<td></td>
</tr>
<tr>
<td>Dance 203 or Dance 208</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>Dance 212E</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Required courses (18 units):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance 303 or Dance 309</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>Dance 305Z or Dance 312</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Dance 3101</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

and 6 units from:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance 300</td>
<td>Jazz Dance II</td>
<td>2</td>
</tr>
<tr>
<td>Dance 301</td>
<td>Theory and Technique of Modern Dance III</td>
<td>3</td>
</tr>
<tr>
<td>Dance 3021</td>
<td>Theory and Technique of Modern Dance IV</td>
<td>3</td>
</tr>
<tr>
<td>Dance 321</td>
<td>Classical Ballet: Intermediate I</td>
<td>2</td>
</tr>
<tr>
<td>Dance 3221</td>
<td>Classical Ballet: Intermediate II</td>
<td>2</td>
</tr>
<tr>
<td>Dance 401</td>
<td>Theory and Technique of Modern Dance V</td>
<td>max</td>
</tr>
<tr>
<td>Dance 4021</td>
<td>Theory and Technique of Modern Dance VI</td>
<td>max</td>
</tr>
<tr>
<td>Dance 403</td>
<td>Jazz III</td>
<td>2</td>
</tr>
<tr>
<td>Dance 415</td>
<td>High Intermediate Ballet I</td>
<td>2</td>
</tr>
<tr>
<td>Dance 416</td>
<td>High Intermediate Ballet II</td>
<td>2</td>
</tr>
<tr>
<td>Dance 4281</td>
<td>Classical Ballet III</td>
<td>2</td>
</tr>
<tr>
<td>Dance 4291</td>
<td>Classical Ballet IV</td>
<td>2</td>
</tr>
</tbody>
</table>

Students must also choose 6 units from the following list. Any of these courses may be taken as an elective if they are not taken in fulfillment of the requirement:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance 316E</td>
<td>From Romantic to Postmodern Dance</td>
<td>3</td>
</tr>
<tr>
<td>Dance 331</td>
<td>Movement and Meaning: Dance in a Global Context</td>
<td>3</td>
</tr>
<tr>
<td>Dance 340</td>
<td>Ballet as Ethnic Dance and Classical Art</td>
<td>3</td>
</tr>
<tr>
<td>Dance 342</td>
<td>Critical Thinking in Western Theatrical Dance: Questioning Meets Creative Thinking and Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>Dance 426</td>
<td>Performing the Political in American Dance</td>
<td>3</td>
</tr>
</tbody>
</table>
Elective courses (minimum of 9 units): All courses must be at the 300 level or above. Students may also choose from dance and somatic practice courses in University College (U31).

**Additional Information**

**Study Abroad:** Washington University students can pursue dance studies abroad during the academic year at the University of Auckland, New Zealand; the 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 Minor in Dance**

**Total units required:** 17-18 units

**Studio-based/technique courses (9 units):**
At least 6 of these units must be at the 300 level or above. Students must select from the following list:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance 221</td>
<td>Fundamentals of Classical Ballet</td>
<td>2</td>
</tr>
<tr>
<td>Dance 222</td>
<td>Fundamentals of Classical Ballet</td>
<td>2</td>
</tr>
<tr>
<td>Dance 321</td>
<td>Classical Ballet: Intermediate I</td>
<td>2</td>
</tr>
<tr>
<td>Dance 3221</td>
<td>Classical Ballet: Intermediate II</td>
<td>2</td>
</tr>
<tr>
<td>Dance 3224</td>
<td>Intermediate Pointe Technique</td>
<td>1</td>
</tr>
<tr>
<td>Dance 415</td>
<td>High Intermediate Ballet I</td>
<td>2</td>
</tr>
<tr>
<td>Dance 416</td>
<td>High Intermediate Ballet II</td>
<td>2</td>
</tr>
<tr>
<td>Dance 4281</td>
<td>Classical Ballet III</td>
<td>2</td>
</tr>
<tr>
<td>Dance 4291</td>
<td>Classical Ballet IV ()</td>
<td>2</td>
</tr>
</tbody>
</table>

**Modern**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance 106E</td>
<td>Introduction to Dance as a Contemporary Art Form</td>
<td>2</td>
</tr>
<tr>
<td>Dance 201E</td>
<td>Theory and Technique of Modern Dance I</td>
<td>3</td>
</tr>
<tr>
<td>Dance 202</td>
<td>Theory and Technique of Modern Dance II</td>
<td>3</td>
</tr>
<tr>
<td>Dance 301</td>
<td>Theory and Technique of Modern Dance III</td>
<td>3</td>
</tr>
<tr>
<td>Dance 3021</td>
<td>Theory and Technique of Modern Dance IV</td>
<td>3</td>
</tr>
<tr>
<td>Dance 3101</td>
<td>Dance Improvisation: Spontaneous Composition &amp; Performance Techniques</td>
<td>1</td>
</tr>
<tr>
<td>Dance 311</td>
<td>Modern Dance and the African-American Legacy</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance 401</td>
<td>Theory and Technique of Modern Dance V</td>
<td>max 3</td>
</tr>
<tr>
<td>Dance 4021</td>
<td>Theory and Technique of Modern Dance VI</td>
<td>max 3</td>
</tr>
<tr>
<td>Dance 413</td>
<td>Modern Dance and the African American Legacy II</td>
<td>2</td>
</tr>
</tbody>
</table>

**Jazz**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance 297</td>
<td>Fundamentals of Jazz Dance</td>
<td>2</td>
</tr>
<tr>
<td>Dance 300</td>
<td>Jazz Dance II</td>
<td>2</td>
</tr>
<tr>
<td>Dance 403</td>
<td>Jazz III</td>
<td>2</td>
</tr>
</tbody>
</table>

**West African**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance 343</td>
<td>West African Music and Dance in Context</td>
<td>2</td>
</tr>
</tbody>
</table>

**Composition course (3 units):**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance 203</td>
<td>Composition I</td>
<td>1-4</td>
</tr>
<tr>
<td>or Dance 208</td>
<td>Composition and Technique</td>
<td></td>
</tr>
</tbody>
</table>

**History/theory course (3 units):**

Students must select from the following list:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance 316E</td>
<td>From Romantic to Postmodern Dance</td>
<td>3</td>
</tr>
<tr>
<td>Dance 331</td>
<td>Movement and Meaning: Dance in a Global Context</td>
<td>3</td>
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<tr>
<td>Dance 340</td>
<td>Ballet as Ethnic Dance and Classical Art</td>
<td>3</td>
</tr>
<tr>
<td>Dance 342</td>
<td>Critical Thinking in Western Theatrical Dance: Questioning Meets Creative Thinking and Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>Dance 426</td>
<td>Performing the Political in American Dance</td>
<td>3</td>
</tr>
<tr>
<td>Dance 433</td>
<td>Performing Gender and Sexuality in America</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective courses (2-3 units):** Any additional history/theory course or studio-based/technique course at the 300 level or above may be used to fulfill this requirement.

**The Minor in World Music, Dance and Theater**

For the world music, dance and theater minor, visit the Performing Arts page (p. 724) of this Bulletin.

**Courses**

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 IQ: HUM Art: HUM BU: HUM EN: H

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 Director of Undergraduate Dance Studies. Credit to be determined in each case. Credit variable, maximum 6 units. A&S IQ: HUM EN: H

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 IQ: HUM Art: HUM BU: HUM EN: H

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 reading 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 IQ: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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. Art: HUM BU: HUM

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 IQ: HUM Art: HUM BU: HUM EN: H

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 George Balanchine. Attention to basic anatomical concerns and body alignment as well as to the classical movement vocabulary. Credit 2 units. A&S IQ: HUM BU: HUM EN: H

L29 Dance 240 Afro-Modern Dance (Dunham Technique)
This course introduces students to Katherine Dunham's dance technique, which combines ballet, modern, and Afro-Caribbean dance. Dunham Technique is one of the most important foundations for jazz dance and also shares characteristics with West African Dance and several modern dance techniques. Some lectures and occasional short readings will supplement this studio-based course so that students can learn more about Katherine Dunham (1909-2006), one of the great pioneers of dance in America. The class is open to all levels, although at least one semester of previous dance experience is required. Repeatable one time for credit in subsequent semester. Credit 2 units.

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 constituents 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 IQ: HUM Arch: HUM Art: HUM EN: H

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 IQ: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L29 Dance 3011 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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L29 Dance 308 Dance Composition Projects
Choreography judged 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 IQ: HUM EN: H

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 IQ: HUM BU: HUM EN: H

L29 Dance 310 Dance Improvisation I
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 IQ: HUM BU: HUM

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 IQ: HUM EN: H

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 IQ: HUM, SC, SD Art: CPSC, HUM BU: HUM EN: H

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 IQ: HUM Art: HUM BU: HUM EN: H

L29 Dance 316E From Romantic to Postmodern Dance
An overview of European and American theatre dance from the early 19th 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 IQ: HUM Arch: HUM Art: HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM EN: H

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 IQ: HUM EN: H

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 IQ: HUM EN: H

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 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, LCD Art: CPSC BU: HUM, IS EN: H

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 3 units. 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 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 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 IQ: HUM BU: 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.

Credit variable, maximum 3 units. A&S IQ: 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 IQ: HUM EN: H

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 IQ: HUM EN: H

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 IQ: HUM EN: H

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. Variable content: may be repeated once for credit. Prerequisites: high-intermediate technical training in jazz dance technique and permission of the instructor.

Credit 2 units. A&S IQ: HUM EN: H

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.

L29 Dance 4041 Composition III
The exploration of choreographic problems for small and large ensembles. Prerequisite: senior standing or permission of
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<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Credits</th>
<th>A&amp;S IQ: HUM</th>
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<tr>
<td>L29 Dance 407 Topics in Dance Techniques</td>
<td>Explores a variety of special interest topics in dance techniques. Consult the course listings for the semester topic.</td>
<td>Credit variable, maximum 3 units. A&amp;S IQ: HUM EN: H</td>
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<td>L29 Dance 410 Modern Dance and the African American Legacy II</td>
<td>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.</td>
<td>Credit 2 units. A&amp;S IQ: HUM, SC, SD Arch: HUM Art: CPSC, HUM EN: H</td>
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<td>L29 Dance 414 Advanced Stage Lighting</td>
<td>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.</td>
<td>Credit 3 units. A&amp;S IQ: HUM EN: H</td>
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<td>L29 Dance 415 High Intermediate Ballet I</td>
<td>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.</td>
<td>Credit 2 units. A&amp;S IQ: HUM EN: H</td>
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<td>L29 Dance 416 High Intermediate Ballet II</td>
<td>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.</td>
<td>Credit 2 units. A&amp;S IQ: HUM EN: H</td>
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<td>L29 Dance 413 Modern Dance and the African American Legacy II</td>
<td>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.</td>
<td>Credit 2 units. A&amp;S IQ: HUM, SC, SD Arch: HUM Art: CPSC, HUM EN: H</td>
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<td>L29 Dance 425 Pointe Technique</td>
<td>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.</td>
<td>Credit 1 unit. A&amp;S IQ: HUM</td>
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<td>L29 Dance 426 Performing the Political in American Dance</td>
<td>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.</td>
<td>Credit 3 units. A&amp;S IQ: HUM, LCD, SC, SD, WI Art: CPSC BU: BA EN: H</td>
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<td>L29 Dance 4281 Classical Ballet III</td>
<td>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.</td>
<td>Credit 2 units. A&amp;S IQ: HUM EN: H</td>
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<td>L29 Dance 4291 Classical Ballet IV</td>
<td>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.</td>
<td>Credit 2 units. A&amp;S IQ: HUM EN: H</td>
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<td>L29 Dance 430 Dance Pedagogy</td>
<td>In this course students will learn methods of instruction, assessment and how to develop dance curriculum for K-12. Students will design classes based on national standards, grade-level expectations and sound dance principles. In the studio they will teach each other sample lessons that they have developed. This class will cover dance competencies required by DESE for beginning teachers of dance. We will pay attention to current trends in arts education. Our discussion will include the diversity of student populations and how to prepare and respond. We will</td>
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discuss the role of the arts in education and the dance teacher's role as classroom instructor, arts integration instructor, diplomat and arts advocate. Credit may be applied toward the education major and potentially toward state certification. Prerequisite: minimum of two semesters of upper-level course work in dance technique.
Credit 2 units. A&S IQ: HUM EN: H

L29 Dance 433 Performing Gender and Sexuality in America
This course examines how the performance of gender and sexuality has shaped the social, cultural, and political history of the United States from the early 19th century to the present. Although performance happens in everyday life, we will primarily focus on how the stage has been a potent space for debating issues related to gender and sexuality. This course will put forth the argument that the stage has historically not only reflected broader social concerns but also actively helped to shape those social dynamics. After an introduction to foundational ideas, we will start the semester with minstrelsy, which signals that the performance of gender and sexuality in America is deeply intertwined with race, class, and national belonging. Reading and viewing assignments bring together feminist theory, queer theory, American social history, and performance texts to build robust seminar discussions.
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: CPSC, HUM BU: BA, HUM EN: H

L29 Dance 457 Dance Repertory
Concert dance performance practicum. Under the direction of faculty, guest or graduate student choreographers, students rehearse and prepare for performance in a repertory dance concert or the MFA thesis production. Enrollment by audition. Prerequisite: permission of the faculty director of an appropriate production. Concurrent registration in a technique class is required. May be repeated once for credit.
Credit variable, maximum 3 units. A&S IQ: HUM EN: H

L29 Dance 458 Dance Repertory
Concert dance performance practicum. Under the direction of faculty, guest or graduate student choreographers, students rehearse and prepare for performance in a repertory dance concert or the MFA thesis production. Enrollment by audition. Prerequisite: permission of the faculty director of an appropriate production. Concurrent registration in a technique class is required. May be repeated once for credit.
Credit variable, maximum 3 units. A&S IQ: HUM EN: H

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 IQ: HUM EN: H

L29 Dance 493 Senior Project
Specialized project in a selected area in dance. The student will work individually under the supervision of a faculty member. Submission of student proposal prior to registration. Final self-evaluation essay required. 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 director of undergraduate dance studies.
Credit variable, maximum 10 units.

Drama

Students may select drama as a major through the Performing Arts Department (p. 722). This major combines the historical, cultural, theoretical and literary study of theater and performance with a full array of theater arts courses, including acting, directing, performance art, design (set, costume, lighting), stage management 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 develops students' knowledge of theater by means of rigorous, immersive studio and lab courses, along with a strong and comprehensive grounding in theater history, dramatic literature, performance studies and dramatic theory.

The three-semester Theater Culture Studies sequence provides an expansive, global study of theater and performance, from pre-history to the 21st century; students take an additional two courses in theater and performance studies. Within the theater arts, students choose courses in acting, directing, playwriting or design. Our theater arts courses are based on a liberal arts model rather than a conservatory model. During the senior year, a capstone course is team-taught by a theater arts faculty member and a theater and performance studies faculty member. 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.

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Email: aurice@wustl.edu
Website: http://pad.artsci.wustl.edu
Faculty

Chair
Pannill Camp (https://pad.wustl.edu/people/pannill-camp)
PhD, Brown University
(Drama)

Professors
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(Drama)

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(Dance)

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Artist-in-Residence
Ron Himes (https://pad.wustl.edu/people/ron-himes)
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BSBA, Washington University
(Drama)

Senior Lecturer
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(Drama)

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Carter W. Lewis (https://pad.wustl.edu/people/carter-w-lewis)
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(Drama)

Lecturer
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(Drama)

Professor Emerita
Mary-Jean Cowell (https://pad.wustl.edu/people/mary-jean-cowell)
PhD, Columbia University
(Dance)

Majors

The Major in Drama

Total units required: 36 (12 courses)

Theater Arts (TA) Requirements

• Three required courses:
Bulletin 2019-20
Arts & Sciences (08/05/19)

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<thead>
<tr>
<th>Code</th>
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<th>Units</th>
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<tbody>
<tr>
<td>Drama 212E</td>
<td>Introduction to Theater Production</td>
<td>3</td>
</tr>
<tr>
<td>Drama 240E</td>
<td>Acting I: Fundamentals of Acting</td>
<td>3</td>
</tr>
<tr>
<td>or FYP 215</td>
<td>Ampersand: The Theatre as a Living Art</td>
<td></td>
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<tr>
<td>Drama 343</td>
<td>Fundamentals of Directing</td>
<td>3</td>
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- One introductory design course chosen from the following list (effective beginning in fall 2019 with the incoming first-year class):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Drama 3081</td>
<td>Costume Design and Rendering</td>
<td>3</td>
</tr>
<tr>
<td>Drama 310</td>
<td>Stage Lighting</td>
<td>3</td>
</tr>
<tr>
<td>Drama 311M</td>
<td>Scenic Design</td>
<td>3</td>
</tr>
</tbody>
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- One additional upper-level (300 level or above) elective in Theater Arts

### Theater and Performance Studies (TPS) Requirements

- Three required courses in the Theater Culture Studies sequence (it is strongly recommended that these courses be taken in order):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Drama 228C</td>
<td>Theater Culture Studies I: Antiquity to Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>Drama 229C</td>
<td>Theater Culture Studies II: From Renaissance to Romanticism</td>
<td>3</td>
</tr>
<tr>
<td>Drama 365C</td>
<td>Theater Culture Studies III: Melodrama to Modernism</td>
<td>3</td>
</tr>
</tbody>
</table>

- Two upper-level (300 level or above) electives in theater and performance studies courses on such subjects as theater history, dramatic theory, performance theory, performance studies, theater/performance and culture, and dramatic literature (e.g., Shakespeare); approved cross-listed courses may fulfill this requirement

### Two Additional Courses

- One upper-level (300 level or above) course in either TA or TPS

- The senior drama capstone (Drama 4452), team-taught by one TA and one TPS faculty member, taken during the fall semester of the senior year

### Minors

#### The Minor in Drama

**Units required:** 18

**Required courses:**

- The following course:

### 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. 724) page.

### Courses


#### L15 Drama 1100 Ampersand: Examining America: American Dreams: Art, Culture, Politics

Rooted in the Jeffersonian ideals of “life, liberty and the pursuit of happiness,” the notion of the “American Dream” actually has a complicated history, and its meanings are diverse and contested. This Ampersand course investigates how perceptions, representations, and meanings of the American Dream have changed throughout history and how they live on in the contemporary United States. Rather than seeking definitive definitions or answers, we carefully and thoughtfully examine case studies of American culture and the arts — literature, theatre, film, and painting — as the lens for understanding images of nation and identity. Utilizing an intimate seminar format to facilitate close reading and discussion of works in various media, this Ampersand course emphasizes both critical thinking and writing, and it also requires students to execute a creative project of their own making. We will visit a variety of exciting performances and exhibits, both on and off campus. Our primary goal is to provide a compelling interdisciplinary perspective on the American Dream that synthesizes the arts, performance, and politics. This course is intended for first-year students; any seats remaining after first-year students enroll are open to other students. Same as L61 FYP 1100

Credit 3 units. A&S: AMP BU: HUM

#### L15 Drama 115 First-Year Seminar: What is Art?

Great works of literature, theatre, film, painting, music and dance provide us with new, intriguing — and often surprising! — ways of understanding reality. In this First-Year Seminar,
we examine a variety of works in various media, paying close attention to works which have significantly altered or challenged the way we view and interpret reality. In an intimate, seminar setting, we analyze and discuss individual works of art from the Greeks to the present day. The course incorporates attendance at live performances (both on-campus and off), along with Master Classes by artists from the Performing Arts Department. Examining works both classical and the avant-garde, What is Art? forces us to understand and question how art complicates, enriches, disturbs and asks questions — both about ourselves and our world.


L15 Drama 1151 First-Year Seminar: Transmediation
A variety of topics in comparative literature, designed for first-year students — no special background is required — and to be conducive to the investigation and discussion format of a seminar.
Same as L16 Comp Lit 115

L15 Drama 120 First-Year 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: FYS A&S IQ: HUM, SD BU: BA EN: H

L15 Drama 135 First-Year Seminar: Idea Generation
Idea 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.

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.

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.

L15 Drama 2002 Directing
Independent study.
Credit variable, maximum 3 units.

L15 Drama 2003 Technical Theater
Indenpendent study.
Credit variable, maximum 3 units.

L15 Drama 2004 Voice, Speech
Independent study.
Credit variable, maximum 3 units.

L15 Drama 2005 Literature, Theory, Criticism
Independent study.
Credit variable, maximum 3 units.

L15 Drama 201 Black Theater Workshop
Credit 3 units. A&S IQ: HUM, SC, SD BU: HUM EN: H

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.
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 IQ: HUM BU: HUM: H

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 IQ: HUM: SD Art: HUM BU: BA

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 IQ: HUM Arch: HUM Art: HUM BU: HUM: H

L15 Drama 228C Theater Culture Studies I: Antiquity to Renaissance
A survey of ancient, medieval and Renaissance theater and performance, both in the west and in the east, both as it reflects and shapes culture. Coverage will include the following areas: ancient Greece, ancient Rome, classical Sanskrit theater, Yuan China, medieval Japan, medieval Europe, Renaissance Italy, and Renaissance England. Both scripted theater and performance practices will be examined through the lenses of dramatic literature, theater history, performance studies, and dramatic theory. A continual emphasis will be on marginal and underrepresented figures, as we will attempt to excavate forgotten histories from the theatrical past. Credit 3 units. A&S: AMP A&S IQ: HUM Art: HUM BU: HUM: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM: H

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.

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 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 IQ: HUM BU: HUM: H

L15 Drama 250 Topics in Stage Movement
This is a rotating topics course on movement for actors. Credit 3 units. 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 IQ: HUM; BU: HUM; H

L15 Drama 251 The Art of Storytelling
As one of the oldest forms of human communication, storytelling is part of both mundane interactions and carefully crafted events. For many of us, we tell stories regularly and in informal settings (e.g., when we tell a friend about an encounter we had in the cafeteria) as well as in professional settings (e.g., class or work presentations). But what, exactly, are the elements of a well-told story? How do we identify powerful storytellers? These questions ground this course, and we will explore stories as forms through which to present oneself and to explain an event to others. We will study storytelling from two perspectives. First, we will look at stories through rhetorical analysis: we will focus on various examples of storytelling from across different genres (e.g., cultural myths, fables, spoken word, speeches, hip-hop, R&B, rock lyrics) to understand stories as an artistic practice, a teaching method, a shaper of identity, and a conductor of history. Second, we will consider stories through embodied practice: we will perform and present stories in chosen genres to gain firsthand experience in the conventions and forms of the embodiments that complete the act of telling well-crafted stories. At the end of this course, students will have gained theoretical knowledge about storytelling as an art form, and they will also have gained the practical skills needed to become confident storytellers.
Credit 3 units. A&S IQ: HUM; BU: HUM; H

L15 Drama 256 Contemporary Comedy: Stand-up, Sketch and Improv
The United States 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, which is defined in part by new social media, podcasting, and online video, is remaking the way comedians find their voices and their audiences. However, even as young comedians 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. Pioneering artists from vaudeville through the 1970s are introduced, the stand-up boom of the 1980s is presented as a formative force in the comedy business, and alt-comedy is discussed as a stylistic watershed. Select modern theories of comedy are read and discussed, although we studiously avoid explaining jokes. Short units on improv and sketch comedy round out the syllabus. Assignments include practical exercises in performing comedy onstage, and students can choose to perform a short original stand-up set for their final assignment.
Credit 3 units. A&S IQ: HUM; BU: HUM; 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 IQ: HUM; BU: HUM; H

L15 Drama 271 The American Musical Theater Songbook
From its birth in vaudeville and musical reviews to current future classics such as “Hamilton,” American musical theater has produced a voluminous catalogue of material referred to herein as the “American Musical Theater Songbook.” Part survey and part performance, this course will focus on those composers, lyricists, performers, and subject matter that have been instrumental in defining musical theater and its role in describing a continually evolving human psychology and sociology. The performance aspect of the course will develop students existing vocal skills and knowledge of style. Because both singing and non-singing students are welcome to participate in this course, adjustments for non-singing students will be accommodated so that they may participate fully in the class. The format of the course will be a seminar of student-generated presentations, discussions, and workshop performances. A sampling of shows from which repertoire will be sourced includes the following: early song-and-dance shows (“Girl Crazy,” “Anything Goes,” “Kiss Me Kate”); Rodgers and Hammerstein (“Oklahoma!,” “Carousel,” “South Pacific”); Stephen Sondheim (“Gypsy,” “Sweeney Todd,” “Sunday in the Park With George”); modern era (“West Side Story,” “A Chorus Line,” “Cabaret,” “Hair,” “Pippin”); and contemporary (“In the Heights,” “Caroline, or Change,” “Kinky Boots,” “Dear Evan Hansen,” “Hamilton”). This course serves as a prerequisite for L15 372.
Credit 3 units. A&S IQ: HUM; BU: HUM; 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 IQ: HUM; BU: HUM; 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.

L15 Drama 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 minstrelsy; 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, and Georgia Douglas Johnson.
Same as L90 AFAS 301
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L15 Drama 304 Makeup for the Stage
A hands-on introduction to the makeup techniques most commonly used for theater productions, including basic corrective, age, changing the shape of the face, and special effects, as well as the designing process. Students will apply makeup to their own faces and are required to purchase the makeup kit specified by the instructor.
Credit 2 units. A&S IQ: HUM EN: H

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.

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L15 Drama 311M Scenic Design
An introduction to the process of scenic design, as it relates to aesthetics, dramatic literature, collaboration and production. Projects involve design conceptualization, documentation, graphics and realization.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

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 IQ: HUM EN: H

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 IQ: HUM EN: H

L15 Drama 321 Topics in Theater
Explores a variety of special interest topics in theater. Consult the course listings.
Credit 3 units. A&S IQ: HUM EN: H

L15 Drama 322 Topics in Theater
Rotating topics course.
Credit 3 units. A&S IQ: HUM EN: H

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 prehistories 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

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 IQ: HUM BU: HUM EN: H
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 IQ: HUM, SD BU: BA EN: H

L15 Drama 3302 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 IQ: HUM, SD Arch: HUM Art: CPSC, HUM BU: BA EN: H

L15 Drama 3303 Comedy, Ancient and Modern
In this course we will examine the nature of dramatic comedy and its role in society. We will read, discuss and write about comedies from ancient Greece and Rome and from various modern nations, paying particular attention to the following questions: Do comic plays reinforce or challenge the preconceptions of their audiences? How have comic playwrights responded to issues such as class, gender, religion, and politics? Why does comedy have such power both to unite and to divide people? This course has an extensive writing component, so much of our time will be spent writing about the comedies we will read, revising what we have written, and discussing how best to write about comedy. Same as L08 Classics 385W Credit 3 units. A&S IQ: HUM, LCD, WI BU: HUM EN: H

L15 Drama 3304 Modern Drama
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 IQ: HUM Art: HUM BU: HUM EN: H

L15 Drama 336 Modern Drama
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.

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 IQ: HUM BU: HUM EN: H

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 IQ: HUM BU: HUM EN: H

L15 Drama 341 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 IQ: HUM BU: HUM EN: H

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 IQ: HUM BU: HUM EN: H

L15 Drama 343 Fundamentals of Directing
Directing is the most liberal art of the creative theatre-making areas, drawing on analytical, critical thinking, communication, design, and actor-coaching skills. This course will explore fundamental lessons in some of those areas, including text analysis from a directorial perspective, stage composition, auditions/casting, actor communication, time management, and team leadership skills. Major course components will include two extensive script analysis papers and the direction of two scenes, which will require considerable outside-of-class rehearsal time.
Prerequisites: Drama 212E, Drama 240E, Drama 229C or permission of instructor. Preference given to drama majors. Credit 3 units. A&S IQ: HUM BU: HUM EN: H

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 IQ: HUM EN: H

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 IQ: HUM EN: H

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 IQ: HUM BU: BA EN: H

L15 Drama 351 Intro to Playwriting
Same as L13 Writing 351
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

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.

L15 Drama 365C Theater Culture Studies III: Melodrama to Modernism
The third in the department's three-course history sequence, TCS III surveys the dramatic literature and cultural history of the modern theater. Beginning with Romanticism's self-conscious break with the past, we'll study the rise of bourgeois melodrama with its intensely emotional rendering of character and spectacular effects. We'll consider how those effects were made possible by advances in industrial stage technology which reproduced the everyday world with unprecedented verisimilitude, and how playwrights responded to those technologies by calling for the theatre to become either a "total work of art" — plunging its spectators into a mythical realm — or a petri dish — analyzing the struggles of the modern individual within their modern milieu. Exploring a range of aesthetic modes — including Realism, Naturalism, Symbolism, Expressionism, the Epic Theatre, and the Theatre of the Absurd — we will read classic plays by modern playwrights to consider how the modern theatre helped its audiences understand as well as adapt to the rapidly changing conditions of the modern world.
Credit 3 units. A&S IQ: HUM WI: HUM BU: ETH, HUM EN: H

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.

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 IQ: HUM, SD Art: HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 performativity, and the potential of new ways of understanding the cultural function of modern drama and its legacy in our own historical moment.

Credit 3 units. A&S IQ: HUM Art: HUM EN: H

**L15 Drama 3751 Methods & Visions: Audiences, Spectators, and Fans**

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 IQ: HUM, WI Arch: HUM Art: HUM EN: H

**L15 Drama 378 Contemporary American Theater**

This course is a focused investigation of the aesthetic, political, and urban landscapes of the contemporary American theatre. We will read published and unpublished plays, familiarizing ourselves with the country's most important companies, festivals, and institutions, and discuss issues facing the American theatre now. We will explore the role of the arts in urban planning and development, and address the relationship between higher education and arts institutions, paying particular attention to ideas of community engagement and social justice work undertaken by both. Artists to be studied may include Tony Kushner, Suzan-Lori Parks, Caryl Churchill, Branden Jacobs-Jenkins, Lynn Nottage, Young Jean Lee, and Lin-Manuel Miranda. This course will include a mandatory class trip at the end of March to the Humana Festival of New American Plays in Louisville, Kentucky; Students will prepare for this trip by reading the works of featured playwrights and establishing a research project that will be carried out on-site. Findings from the research project will be presented upon the return to St. Louis. Admission to the course is by instructor permission only; an application form will be sent to all registered students at the conclusion of the registration period. In consultation with and with the permission of the instructor, this course may fulfill the Fieldwork requirement for American Culture Studies majors.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

**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 IQ: HUM Art: HUM BU: HUM EN: H

**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 IQ: HUM Art: HUM BU: HUM

**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 IQ: HUM BU: HUM EN: H

**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 IQ: HUM BU: HUM EN: H

**L15 Drama 396 History of Western Costume**

Of particular interest to fashion, history, anthropology, and performing arts majors, this course is an exploration of the clothing worn by predominantly Western cultures, from Ancient Greece through the 1890s. Lectures incorporating images of extant garments, sculpture, art, and photographs will inspire discussion regarding the influences on fashion evolution and the cyclical nature of fashion. Assessment is by exam, the first of which will be during the fourth class meeting, so this is not a recommended course to "shop." Please note that this class is a prerequisite for History of Western Costume in the 20th Century, which is offered during the spring semester.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

**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 1920s, 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
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 IQ: HUM; BU: HUM; EN: H

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 IQ: HUM Arch: HUM Art: HUM

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'Neil, 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. Art: HUM

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. Art: HUM

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 IQ: HUM, SC, SD Art: CPSC; HUM EN: H

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 and 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. No prior performance training or experience is required for this course. Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: CPSC, HUM EN: H

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 the 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, Strainsky, Artaud, Kafka and Beckett. Credit 3 units. A&S IQ: HUM Art: HUM EN: H
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, lighting board 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 IQ: HUM EN: H

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. Prerequisites: Drama 212 and Drama 310. Credit 3 units. A&S IQ: HUM EN: H

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.

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. EN: H

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 IQ: HUM Art: HUM

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 IQ: HUM BU: BA EN: H

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 IQ: HUM EN: H

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, SC, SD, WI Art: CPSC BU: BA EN: H

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. Art: HUM

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
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 IQ: HUM Art: HUM BU: HUM EN: H

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, Cornelle, 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 IQ: HUM

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 diferently 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 enshment) 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 Art: CPSC EN: H

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 IQ: HUM
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 IQ: HUM, LCD, SD Art: HUM EN: H

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. Art: HUM

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 siecle 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. A&S IQ: SSS EN: S

L15 Drama 450 Advanced Scenic Design
Advanced projects in scenic design including drafting, rendering, model building, and conception. Prerequisite: Drama 311M, or permission of instructor.
Credit 3 units. A&S IQ: HUM EN: H

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 IQ: HUM

L15 Drama 453 American Drama
Topics in American Drama.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

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.

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 incorporates theoretical writings such as Michael Foucault's Madness and Civilization into discussions.
Credit 3 units. A&S IQ: HUM

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 instructor.
Credit 3 units.

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 IQ: HUM
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 IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

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 IQ: HUM EN: H

L15 Drama 4691 Shakespeare and Early Modern Performance
Credit 3 units.

L15 Drama 471 Millinery Design and Construction
A hands-on course exploring the major sewing and patterning techniques used to make hats from a variety of materials in a variety of styles. Students will be required to purchase some of their own materials to create several hats over the course of the semester. Prerequisite: Drama 207 or sewing equivalent or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

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 IQ: HUM EN: H

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 IQ: HUM

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 IQ: HUM EN: H

L15 Drama 487 Theater Culture Studies Seminar
Rotating upper-level topics course. Topics come from Theater Culture Studies sequence.
Credit 3 units. A&S IQ: HUM, WI

L15 Drama 491 Staging Illness
"Suddenly some force struck him in the chest and side, making it still harder to breathe, and he fell through the hole and there at the bottom was a light." This quotation, from Tolstoy's story "The Death of Ivan Ilych," offers an example of how artists have employed serious or life-threatening diseases as a means of illuminating both physical suffering and spiritual rebirth. Even as it invades the body and isolates us from our fellow man, illness may offer opportunities for spiritual growth and renewal, serving as an apt metaphor for human survival in times of extremis. In her brilliant essay, "Illness as Metaphor" (1978), Susan Sontag takes issue with how illnesses like tuberculosis were misunderstood or even romanticized during the 19th century in works like Dumas's "Camille" and Puccini's "La Boheme." During the AIDS crisis in the 1980s and 1990s, American artists — particularly theatre artists, whose communities were decimated by the disease — were forced to consider how this global pandemic impacted their lives, especially at a time when the term AIDS was not even mentioned by the President of the United States. In conjunction with the Performing Arts Department's 25th anniversary production of Tony Kushner's extraordinary play, "Angels in America, Part One: Millennium Approaches," this new course examines how disease has been a focal point of artistic inquiry over the course of centuries. By examining works that are focused on illness throughout history, this seminar offers both a deeper understanding of and context for Kushner's masterpiece and the AIDS crisis, and it considers how illness has always been an important subject for the investigation of what it means to be fully human.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H

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.

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 variable, maximum 3 units.

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.

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.

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.

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.

L15 Drama 4994 Voice, Speech
Independent study. Credit variable, maximum 3 units.

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.

Earth and Planetary Sciences
For students interested in studying the world beneath their feet or other 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 who are looking for a way to study these sciences outside of traditional disciplinary boundaries, Earth and planetary sciences is an ideal choice of major. The department offers majors in geology, geophysics, geochemistry, and environmental Earth sciences as well as 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 to participate in faculty research programs, although this is not required. Many of our students take advantage of these varied research opportunities, which provide them with valuable experience for future employment or for graduate school. Each year, several scientific papers and abstracts are co-authored by undergraduates, and undergraduates have presented papers at many 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 Earth and planetary sciences 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 Earth and Planetary Sciences graduate courses (i.e., courses numbered 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 (https://eps.wustl.edu/people/slava-solomatov)
PhD, Moscow Institute of Physics and Technology

Endowed Professors
Raymond E. Arvidson (https://eps.wustl.edu/people/raymond-e-arvidson)
James S. McDonnell Distinguished University Professor
PhD, Brown University

Bradley L. Jolliff (https://eps.wustl.edu/people/bradley-l-jolliff)
Scott Rudolph Professor of Earth and Planetary Sciences
PhD, South Dakota School of Mines and Technology

Douglas A. Wiens (https://eps.wustl.edu/people/douglas-wiens)
Robert S. Brooking Distinguished Professor
PhD, Northwestern University

Professors
Jeffrey G. Catalano (https://eps.wustl.edu/people/jeffrey-g-catalano)
PhD, Stanford University

Robert F. Dymek (https://eps.wustl.edu/people/robert-f-dymek)
PhD, California Institute of Technology

M. Bruce Fegley (https://eps.wustl.edu/people/bruce-fegley-jr)
PhD, Massachusetts Institute of Technology

David A. Fike (https://eps.wustl.edu/people/david-fike)
PhD, Massachusetts Institute of Technology

William B. McKinnon (https://eps.wustl.edu/people/william-b-mckinnon)
PhD, California Institute of Technology

Jill D. Pasteris (https://eps.wustl.edu/people/jill-d-pasteris)
PhD, Yale University

Jennifer Smith (https://eps.wustl.edu/people/jennifer-r-smith)
Dean of the College of Arts & Sciences
PhD, University of Pennsylvania

William Hayden Smith (https://eps.wustl.edu/people/william-h-smith)
PhD, Princeton University

Michael E. Wysession (https://eps.wustl.edu/people/michael-e-wysession)
PhD, Northwestern University

Associate Professors
Alexander S. Bradley (https://eps.wustl.edu/people/alexander-s-bradley)
PhD, Massachusetts Institute of Technology

Philip A. Skemer (https://eps.wustl.edu/people/philip-skemer)
PhD, Yale University

Assistant Professors
Bronwen L. Konecky (https://eps.wustl.edu/people/bronwen-konecky)
PhD, Brown University

Michael Krawczynski (https://eps.wustl.edu/people/michael-j-krawczynski)
PhD, Massachusetts Institute of Technology

Rita Parai (https://eps.wustl.edu/people/rita-parai)
PhD, Harvard University

Kun Wang (https://eps.wustl.edu/people/kun-wang)
PhD, Washington University

Professors Emeriti
Robert E. Criss (https://eps.wustl.edu/people/robert-e-criss)
PhD, California Institute of Technology

Ghislaine Crozaz (https://eps.wustl.edu/people/ghislaine-crozaz)
PhD, Université Libre de Bruxelles

Harold L. Levin (https://eps.wustl.edu/people/harold-l-levin)
PhD, Washington University

Roger J. Phillips (https://eps.wustl.edu/people/roger-j-phillips)
PhD, University of California, Berkeley

Frank A. Podosek (https://eps.wustl.edu/people/frank-podosek)
PhD, University of California, Berkeley

Majors
There are four majors in this department:

• Geology (p. 363)
• Geophysics (p. 363)
• Geochemistry (p. 363)
• Environmental Earth Sciences (p. 364)

For the most current information, visit the Department of Earth and Planetary Sciences 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 (https://eps.wustl.edu/capstone-experiences) can be found on the departmental 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, 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 105, Chem 106 (or Chem 111A, Chem 112A); Math 131, Math 132, Math 233; Physics 191, Physics 192

Electives: At least four courses must be selected from those listed below, with at least three in Geology and one in Geophysics & Remote Sensing or Geochemistry.

Geology: EPSc 361 Structural Geology, EPSc 385 Earth History, EPSc 386 The Earth's Climate System, 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 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, EPSc 486 Paleoclimatology


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 the field camp.

Senior Honors (optional): A thesis is required for Senior Honors (https://eps.wustl.edu/senior-honors); please visit the departmental website for details.

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 105, Chem 106 (or Chem 111A, Chem 112A); Math 131, Math 132, Math 233, Math 217, Math 309; Physics 191, Physics 192

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 361 Structural Geology, EPSc 385 Earth History, EPSc 386 The Earth's Climate System, 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 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, EPSc 486 Paleoclimatology


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 (https://eps.wustl.edu/senior-honors); please visit the departmental website for details.

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 and 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 105, Chem 106 (or Chem 111A, Chem 112A); Math 131, Math 132, Math 233, and either Math 217 or Math 309 or Math 2200 or Math 3200; Physics 191, Physics 192

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 361 Structural Geology, EPSc 385 Earth History, EPSc 386 The Earth's Climate System, 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 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 486 Paleoclimatology, EPSc 511 Minerals in Aqueous Environments, Methods of Mass. Spectroscopy, EPSc 545 Radiogenic Isotope Geochemistry, EPSc 569 Thermodynamics & Phase Equilibria, EPSc 571 Meteorites


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 (https://eps.wustl.edu/senior-honors); please visit the departmental website for details.

The Major in Environmental Earth Sciences

The environmental Earth sciences 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 105, Chem 106 (or Chem 111A, Chem 112A); Math 131, Math 132, Physics 191

Electives (choose seven, at least three of which must be from EPSc):

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>Anthro 3322</td>
<td>Brave New Crops</td>
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<td>Anthro 361</td>
<td>Culture and Environment</td>
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<td>Biol 2960</td>
<td>Principles of Biology I</td>
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<td>Biol 2970</td>
<td>Principles of Biology II</td>
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<td>Biol 349</td>
<td>Microbiology</td>
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<td>Biol 381</td>
<td>Introduction to Ecology</td>
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<td>Biol 419</td>
<td>Community Ecology</td>
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<td>Biol 4193</td>
<td>Experimental Ecology Laboratory</td>
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<td>Biol 4810</td>
<td>General Biochemistry</td>
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<tr>
<td>Chem 261</td>
<td>Organic Chemistry I with Lab</td>
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<tr>
<td>Chem 401</td>
<td>Physical Chemistry I</td>
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<td>Econ 451</td>
<td>Environmental Policy</td>
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<td>EECE 210</td>
<td>Introduction to Environmental Engineering</td>
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<td>EECE 531</td>
<td>Environmental Organic Chemistry</td>
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<tr>
<td>EnSt 3068</td>
<td>An Inconvenient Truth: The Human History of Climate Change</td>
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<td>EnSt 380</td>
<td>Applications in GIS</td>
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<tr>
<td>EnSt 539</td>
<td>Interdisciplinary Environmental Clinic max</td>
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<tr>
<td>EPSc 219</td>
<td>Energy and the Environment</td>
<td>3</td>
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<td>EPSc 308</td>
<td>Topics in Environmental Sustainability</td>
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<td>EPSc 319</td>
<td>Physical Oceanography</td>
<td>3</td>
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<td>EPSc 353</td>
<td>Earth Forces</td>
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<tr>
<td>EPSc 361</td>
<td>Structural Geology</td>
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<td>EPSc 385</td>
<td>Earth History</td>
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<tr>
<td>EPSc 386</td>
<td>The Earth's Climate System</td>
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<td>EPSc 401</td>
<td>Earth Systems Science</td>
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<td>EPSc 407</td>
<td>Remote Sensing</td>
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</tr>
<tr>
<td>EPSc 408</td>
<td>Earth's Atmosphere and Global Climate</td>
<td>3</td>
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<tr>
<td>EPSc 409</td>
<td>Surface Processes</td>
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</tr>
<tr>
<td>EPSc 422</td>
<td>Sedimentary Geology</td>
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<td>EPSc 428</td>
<td>Hydrology</td>
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<td>EPSc 429</td>
<td>Environmental Hydrogeology</td>
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<tr>
<td>EPSc 430</td>
<td>Environmental Mineralogy</td>
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</table>
Introduction to Geochemistry, and Pol Sci 210
Introduction to Environmental Policy or Phil 235F Environmental Ethics. It also includes at least three elective courses from the following list:

<table>
<thead>
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<td>EPSc 308</td>
<td>Topics in Environmental Sustainability</td>
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<tr>
<td>EPSc 323</td>
<td>Biogeochemistry</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 336</td>
<td>Minerals and Rocks in the Environment</td>
<td>3</td>
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<tr>
<td>EPSc 352</td>
<td>Earth Materials (5 credits, counts as 2 courses)</td>
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<tr>
<td>EPSc 353</td>
<td>Earth Forces</td>
<td>4</td>
</tr>
<tr>
<td>EPSc 385</td>
<td>Earth History</td>
<td>3</td>
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<tr>
<td>EPSc 386</td>
<td>The Earth’s Climate System</td>
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<td>EPSc 401</td>
<td>Earth Systems Science</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 413</td>
<td>Introduction to Soil Science</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 428</td>
<td>Hydrology</td>
<td>3</td>
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<td>EPSc 429</td>
<td>Environmental Hydrogeology</td>
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</tr>
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<td>EPSc 430</td>
<td>Environmental Mineralogy</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 444</td>
<td>Environmental Geochemistry</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 454</td>
<td>Exploration and Environmental Geophysics</td>
<td>4</td>
</tr>
<tr>
<td>EPSc 441</td>
<td>Introduction to Geochemistry</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 486</td>
<td>Paleoclimatology</td>
<td>3</td>
</tr>
</tbody>
</table>

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


#### L19 EPSc 100A Environmental Geology

Examines the interaction between Earth system and processes with human activities and how solutions can be developed to address environmental problems. Broad topics include: Earth materials, resources, pollution, geologic hazards and global climate change. No prerequisite needed for this class, and is suitable for students with little or no background in Earth or environmental science. Homework assignments or case study discussions will help students make vital connections between class concepts and real-world scenarios. There will also be 1-2 day field trips designed to help students develop field observation and data collection skills.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
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 IQ: NSM Art: NSM BU: SCI

L19 EPSc 104 First-Year 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 in Earth science. Students are not required to have extensive outdoor experience, but they must demonstrate enthusiasm for work in challenging environments. Students will receive training in a variety of geological field methods, including field mapping; sampling protocols; section measurement; and structural identification and analysis. This course is field-intensive, with multiple field exercises during class periods and two to three weekend field trips that will involve camping, caving, and backcountry hiking. This course is primarily suited for students who enjoy working outdoors and who intend to major in Earth and Planetary Sciences, Biology, Anthropology, or Archaeology.
Course enrollment preference is given to first-year students.
Credit 3 units. A&S: FYS A&S IQ: NSM Art: NSM Arch: NSM Art: NSM BU: SCI

L19 EPSc 105 First-Year Seminar: Habitable Planets
Why does the Earth have water oceans? Where did our atmosphere come from? Is Earth uniquely inhabitable among solar system bodies? This course is an exploration of the origins of volatiles such as water and carbon on planetary bodies and of 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. This course is for first-year, non-transfer students only.
Credit 3 units. A&S: FYS A&S IQ: NSM Art: NSM Arch: NSM Art: NSM BU: SCI

L19 EPSc 106 First-Year Opportunity: Exploring the Planets
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: FYO A&S IQ: NSM Art: NSM

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 IQ: NSM Art: NSM BU: SCI

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 IQ: NSM, AN Art: NSM BU: SCI

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 IQ: NSM Arch: NSM Art: NSM BU: SCI

L19 EPSc 112 First-Year Seminar: Engineering the Climate
Geengineering, 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: FYS A&S IQ: NSM Art: NSM BU: SCI

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 IQ: NSM Arch: NSM Art: NSM BU: SCI

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 IQ: NSM Arch: NSM Art: NSM BU: SCI

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 IQ: NSM Art: NSM BU: SCI
L19 EPSc 140 First-Year 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: FYS A&S IQ: NSM Arch: NSM BU: SCI

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 IQ: NSM Arch: NSM BU: SCI

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 IQ: NSM Arch: NSM BU: SCI

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 IQ: NSM Arch: NSM BU: SCI

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 IQ: NSM Art: NSM BU: SCI

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 IQ: NSM Art: NSM BU: SCI

L19 EPSc 319 Physical Oceanography
Ocean circulation, El Niño, dynamical tides, tsunami, 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 IQ: NSM Art: NSM BU: SCI

L19 EPSc 323 Biogeochemistry
Basic concepts of how elements cycle among the Earth’s crust, the oceans, and the atmosphere, including perturbations due to human activities. Carbon, nitrogen, phosphorus, sulfur, and water cycles. Isotopic tracers. Feedbacks, forcings, and residence times. Redox cycling and thermodynamics. Biogeochemical box models and changes in biogeochemical cycles over Earth’s history. Biogeochemistry of greenhouse gases, biogeochemical feedbacks in the climate system. This course is appropriate for EPS students, engineering students, environmental science majors, and other students with interest in the environmental or geological sciences.
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L19 EPSc 336 Minerals and Rocks in the Environment
Combined rock and mineral course with focus on environmental issues and applications. Introduction to mineralogic 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 EPS 336 and EPS 352 may be taken for credit, but only one may count toward the EPS or EES majors and minors.
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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 EPS 352 and EPS 336 may be taken for credit, but only one may count toward the EPS or EES majors and minors.
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI
Credit 5 units. A&S IQ: NSM; Art: NSM; BU: SCI

L19 EPSc 353 Earth Forces
Basic concepts regarding the forces that act upon the Earth, how geological materials react to these forces, and how these forces change over time. 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 IQ: NSM; Art: NSM; BU: SCI

L19 EPSc 361 Structural Geology
The landforms that surround us are constantly being modified by tectonic forces. Structural geology provides a framework for investigating, describing, and quantifying these changes. This course will provide an introduction to the structures that form at all scales, from millimeter-sized fractures to rifts in Earth's lithosphere thousands of kilometers long. Through the study of these features and processes that form them, students will gain a fundamental understanding of the physical evolution of our planet. Topics will include descriptive analysis of microscopic and macroscopic structures, field methods, the physical bases for rock deformation, and global tectonics. Prerequisites: EPSc 201 Earth and the Environment.
Credit 4 units. A&S IQ: NSM; BU: SCI

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, glacial-interglacial cycles, mass extinctions. Prerequisite: EPSc 201 or permission of instructor.
Credit 3 units. A&S IQ: NSM; Art: NSM; BU: SCI

L19 EPSc 386 The Earth’s Climate System
This course introduces an integrative view of the Earth’s climate system and its coupled components — the atmosphere, the oceans, the cryosphere, the biosphere, and the geosphere — and how they interact with each other. The goal is to provide the physical scientific background that is needed to understand climate variability and climate change, both natural and anthropogenic. Topics include energy balance; the general circulation of the atmosphere and the oceans; the greenhouse effect; modes of variability, such as El Nino; geologic-scale climate change in the geologic past; climate models; climate change detection and attribution; the projection of future climates; and societal impacts. In addition to lectures, students will gain hands-on experience analyzing and interpreting real datasets through inquiry-based “practicum” exercises and in-class discussions. Prerequisite: EPS 201 or permission of the instructor.
Credit 3 units. A&S IQ: NSM; Art: NSM; BU: SCI

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

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 IQ: NSM; Art: NSM

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 396 or 392 or permission of instructor or the graduate adviser.
Credit 3 units. A&S IQ: NSM; Art: NSM

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 IQ: NSM, WI Art: NSM

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: Physics 118A or Physics 197; or permission of instructor.
Credit 3 units. A&S IQ: NSM; Art: NSM

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 IQ: NSM; Art: NSM

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 IQ: NSM; Art: NSM; BU: SCI
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 IQ: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM

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. Participation in discussions, term paper, two field trips required. Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM

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. Art: NSM

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 IQ: NSM Art: NSM

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 EPS 428 and EPS 429 may be taken for credit, but only one may count toward the EPS or EES majors and minors. Credit 3 units. A&S IQ: NSM Art: NSM

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 3 units. A&S IQ: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM Art: NSM

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 IQ: NSM Art: NSM

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 IQ: NSM Art: NSM BU: SCI
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
<th>Prerequisites/Conditions</th>
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<tr>
<td>L19 EPSc 445</td>
<td>Organic Geochemistry</td>
<td>Introduction to the composition and analysis of organic material in the environment and geological record. Molecules to global-level perspective of organic matter cycling, reactivity and fluxes; formation and classification of organic matter, its preservation potential, diagene, catagenes, 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&amp;S IQ: NSM</td>
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<td>L19 EPSc 446</td>
<td>Stable Isotope Geochemistry</td>
<td>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&amp;S IQ: NSM Art: NSM</td>
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<td>L19 EPSc 452</td>
<td>Introduction to Seismology</td>
<td>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&amp;S IQ: NSM Art: NSM</td>
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<td>L19 EPSc 453</td>
<td>Interior of the Earth</td>
<td>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 fields of seismology, geomagnetism, mineral physics, geodynamics. Prerequisite: EPSc 453 or permission of instructor. Credit 3 units. A&amp;S IQ: NSM Art: NSM</td>
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<td>L19 EPSc 454</td>
<td>Exploration and Environmental Geophysics</td>
<td>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&amp;S IQ: NSM Art: NSM</td>
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<td>L19 EPSc 459</td>
<td>Geodynamics</td>
<td>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, Math 217; or permission of instructor. Credit 3 units. A&amp;S IQ: NSM Art: NSM</td>
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<td>L19 EPSc 460</td>
<td>Introduction to Structural Geology</td>
<td>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&amp;S IQ: NSM Art: NSM</td>
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<td>L19 EPSc 473</td>
<td>Planetary Geology</td>
<td>Discussion of the evolution of the terrestrial planets and the outer-planets 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&amp;S IQ: NSM Arch: NSM Art: NSM</td>
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<td>L19 EPSc 474</td>
<td>Planetary Geochemistry</td>
<td>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&amp;S IQ: NSM Art: NSM</td>
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<td>L19 EPSc 486</td>
<td>Paleoclimatology</td>
<td>The history of Earth’s changing climates and environments on timescales from decades to millions of years. Key concepts in paleoclimatology include: external factors affecting the climate system (e.g., orbital cycles, volcanic eruptions, greenhouse gases); internal feedbacks, such as with monsoons and the ENSO- Southern Oscillation; abrupt versus gradual change; interactions with the biosphere (including hominins/humans); and comparison to present-day climate change. Current controversies in paleoclimate. EPSc 201 or permission of instructor. Credit 3 units. A&amp;S IQ: NSM Arch: NSM Art: NSM BU: SCI</td>
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<td>L19 EPSc 490</td>
<td>Independent Study</td>
<td>Independent study for advanced undergraduates or for graduate students, supervised by a faculty member. Prerequisite: permission of instructor. Credit variable, maximum 12 units.</td>
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<td>L19 EPSc 492</td>
<td>Field Camp</td>
<td>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&amp;S IQ: NSM</td>
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<td>L19 EPSc 493</td>
<td>Internship</td>
<td>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.</td>
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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.

L19 EPSc 496 Undergraduate Field Geology
Hands-on application of geological field methods, providing an opportunity for students to synthesize classroom knowledge in a field setting. Students will develop the ability to recognize and analyze Earth processes, and deconstruct complex regional geology. 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.

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 IQ: NSM, WI Art: NSM

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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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.

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Minors

For information about the minor in Chinese language and culture, visit the Chinese (p. 308) page of this Bulletin.

For information about the minor in Japanese language and culture, visit the Japanese (p. 619) page of this Bulletin.

For information about the minor in Korean language and culture, visit the Korean (p. 653) page of this Bulletin.

Courses

For East Asian Studies courses, visit the East Asian Studies (p. 375) page of this Bulletin.

For Chinese courses, visit the Chinese (p. 308) page of this Bulletin.

For Japanese courses, visit the Japanese (p. 619) page of this Bulletin.

For Korean courses, visit the Korean (p. 654) page of this Bulletin.

East Asian Studies

The program in East Asian Studies (EAS) provides the means to study the countries of East Asia, separately and transnationally, in the present and in the past. Our specialists on East Asia — based in their departmental homes of Anthropology, Art History and Archaeology, East Asian Languages and Cultures, Film and Media Studies, History, International & Area Studies, and Religious Studies, as well as in Washington University School of Law — come together in EAS to provide their insights into a place of common interest. The East Asian Studies librarians and staff provide critical input into our research and teaching agendas.

The major in 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.

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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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:

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>East Asia 223C</td>
<td>Korean Civilization</td>
<td>3</td>
</tr>
<tr>
<td>East Asia 226C</td>
<td>Japanese Civilization</td>
<td>3</td>
</tr>
<tr>
<td>East Asia 227C</td>
<td>Chinese Civilization</td>
<td>3</td>
</tr>
</tbody>
</table>

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 (e.g., anthropology, art history, film, history, literature, philosophy, religious studies or, when available, economics, political science, sociology) 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 during the Senior Symposium in the spring.

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 24 upper-level 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, by 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, 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 requirements 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&crsrl=1:4).

**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

**L03 East Asia 119 First-Year 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: FYS A&S IQ: HUM, LCD BU: IS EN: H

**L03 East Asia 180 First-Year Seminar in Religious Studies**

This course is for freshmen only. The topic varies from semester to semester. Recent topics include Miracles; Sexuality in Early Christianity; and The Self in Chinese Thought. Same as L23 Re St 180
Credit 3 units. A&S: FYS A&S IQ: HUM Art: HUM BU: ETH EN: H

**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 IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS: EN: H

**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 IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

**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 IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS EN: H

**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 IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

**L03 East Asia 294 Images of East Asia: Chronicling the Japanese Experience**

A variety of topics offered individually which reflect the images of East Asian cultures.
Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

**L03 East Asia 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 traditional traditions: the Celestial Masters (Tianzhu), 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 311
Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

L03 East Asia 307 The Interplay of Tradition, Modernity, and Empire: Text & Tradition
This course will explore the complex forces at work in the emergence of modern East Asia through a selection of literary texts spanning fiction, poetry, and personal narrative. Our readings — by Chinese, Japanese, Korean, and Taiwanese writers and poets — will point to the distinctively different and dramatically-shifting circumstances of modern East Asian nations and peoples, as well as to their shared values and aspirations.

Same as L93 IPH 307
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L03 East Asia 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 later 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 with 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 pre-modern 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 IQ: HUM, LCD BU: ETH EN: H

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 IQ: HUM, LCD BU: ETH EN: H UColl: CD

L03 East Asia 312C Japan Since 1868
For some, the word Japan evokes Hello Kitty, animated films, cartoons, and sushi. For others, it makes them think of the Nanjing Atrocity, “comfort women,” the Bataan Death March, and problematic textbooks. Still others will think of woodblock prints, tea ceremonies, and cherry blossoms or perhaps of Sony Walkmans and Toyota automobiles. At the same time, still others may have no image of Japan at all. Tracing the story of Japan’s transformations — from a preindustrial peasant society managed by samurai-bureaucrats into an expansionist nation-state and then into its current paradoxical guise of a peaceful nation of culture led by conservative nationalists — provides the means for deepening our understandings of historical change in one region and grappling with the methods and aims of the discipline of history.

Same as L22 History 320C
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: IS

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 IQ: HUM, LCD BU: IS EN: H

L03 East Asia 316C Modern China: 1890-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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD BU: HUM, IS EN: H

L03 East Asia 3211 Contemporary Chinese Popular Culture
With the rise of the Chinese economy and global capitalism, popular culture has proliferated in mainland China in recent years. This course traces the development of Chinese popular and youth culture and society from the 1990s to the present. It also refers back to modern times and ancient Chinese Confucian philosophy for historical background information. The course covers various forms of Chinese popular culture, such as movies, music, television programs, internet literature, religion, sports, and food. Students observe primary resources and read academic articles to engage in a multiperspective and multimedia view of present-day China in the age of globalization and East Asian regionalization. Same as L04 Chinese 3211
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

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 IQ: LCD BU: HUM EN: H

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 exerted 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 IQ: HUM, LCD BU: IS EN: H

L03 East Asia 3263 Topics in East Asian Studies: US-China Relations, from 1800 to the Present
A topics course on a variety of East Asian subjects. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L03 East Asia 3301 Topics in Chinese Literature & Culture: Chinese Cities in the Global Context
A topics course on Chinese literature and culture; topics vary by semester. Same as L04 Chinese 330
Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

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 will 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 IQ: HUM, LCD Arch: HUM, HUM Art: HUM, HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD Art: HUM BU: HUM EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: ETN EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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 IQ: HUM, LCD, SD Art: HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD Art: AH, GFAH BU: HUM, IS EN: H

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 IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: ETH, IS EN: H

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 IQ: HUM, LCD Art: AH, GFAH BU: HUM, IS EN: H

L03 East Asia 3426 20th-Century Chinese Art
This course will explore the ways in which Chinese artists of the 19th, 20th, and 21st centuries have defined modernity and tradition against the complex background of China's history. By examining art works in different media along with other documentary materials, we will also engage with theoretical issues in art history, such as modernity, cultural politics, and government control of art.
Same as L01 Art-Arch 3426
Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH BU: HUM, IS EN: H

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 IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: HUM, IS EN: H

L03 East Asia 3460 Zen Buddhism
This course is designed to introduce students to the history, teachings, and practice of Zen Buddhism in China (Chan), Japan (Zen), Korea (Sôn), and the United States. We will 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 will also look at Zen Buddhism and its relation to the arts, including poetry and painting, especially in East Asia. Finally, we will
briefly explore the response of Zen teachers and practitioners to questions of war, bioethics, the environment and other contemporary issues. Prerequisites: Re St 203 or Re St 311.

Same as L23 Re St 3461
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

L03 East Asia 3462 Topics in East Asian Religions: The Zhuangzi, A Daoist Classic
This course explores one of the various topics in East Asian Religions. Recent topics include: The Zhuangzi. A Daoist classic; Tantric Buddhism; and Death, Dying and the Afterlife in East Asian Religions.

Same as L23 Re St 346
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L03 East Asia 3464 Japanese Literature in Translation: Mystery Fiction
This topics course explores Japanese literature in translation. Topics vary by semester.

Same as L05 Japan 346
Credit 3 units. A&S IQ: HUM, LCD, SD BU: IS EN: H UColl: CD

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? 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 discussions with lectures, 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 IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

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 IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA EN: H

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

L03 East Asia 3751 Topics in Comparative Literature I: The Trope of “China” in the Imagination of the Chinese Diaspora
This course examines the idea of connectivity in the arts. Via novels, paintings, photography, and film, we will explore questions of interpretation related to the themes of love and betrayal; bequests and legacy; and innocence and responsibility. A series of paintings by Vermeer and other Dutch masters depicting elegant women (and their dogs) in the company of their suitors will engage us in elaborate courtship rituals played out using letters, music and wine. We will also consider how, during the reigns of Francis I and Louis XIV, the French monarchy integrated Dutch art into its collections in order to assert the king’s influence and authority. Students will discuss portraits that emerge from complex tableaux in Laclos’s masterful novel of seduction, Les Liaisons dangereuses; in 19th-century paintings; and in contemporary photographs. The class will read Doer’s All the Light We Cannot See and de Waal’s Hare with the Amber Eyes, stories that link history with art, the past with the present, and gifts with thefts and bereavements. We will study Daoud’s Meursault Investigation in relation to the work that inspired it: Camus’s Outsider [L’Etranger]. Adaptation will likewise inform our readings of Austen’s Sense and Sensibility, Barnes’s Sense of an Ending, and the pair of films based on these novels. The class will assess aspects of the original story that are lost on screen as well as the added resonances that the novels acquire in the film versions.

Same as L16 Comp Lit 375
Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM BU: IS EN: H

L03 East Asia 3822 From McDonald’s to K-Pop: New Movements in East Asia
This course introduces contemporary East Asian cultures and societies from transregional and transnational perspectives through the lens of consumer and popular cultures. We employ McDonald's as the first case study to look into East Asian responses to Western cultural products and ideas. For K-pop, we examine its emergence and transregional and transnational receptions in East Asia as well as in the US. Beginning with these two subjects, our investigation extends to other cultural movements originating in or being adapted to the East Asian context, our discussions also refer to key topics in the study of East Asian cultures such as face, filial piety, and kinship.

Same as L97 IAS 3822
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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 IQ: HUM, LCD, SD EN: H

L03 East Asia 4180 Sexuality and Gender in East Asian Religions
In this course we will explore the role of women in the religious traditions of China, Japan and Korea, with a focus on Buddhism, Daoism, Shamanism, Shinto and the so-called “New Religions.” We will begin by considering the images of women (whether mythical or historical) in traditional religious scriptures and historical or literary texts. We will 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 will include literary and religious texts, historical and ethnological studies, biographies and memoirs, and occasional videos and films. Prerequisites: This class will be 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, will need to obtain the instructor's permission before enrolling. Same as L23 Re St 418 Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

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 premorden 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

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 the People's Republic of 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 IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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 IQ: HUM, LCD BU: HUM, IS EN: H

L03 East Asia 4372 Contemporary Korean I: History, Literature, and Popular 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 IQ: LCD, LS BU: IS EN: H

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 IQ: HUM, LCD EN: H

L03 East Asia 4441 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 premorden architecture in China. This seminar examines the origins of the palace, its construction in early Ming, the coded symbolism 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. Same as L01 Art-Arch 444
Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM, IS EN: H

L03 East Asia 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. Same as L05 Japan 445
Credit 3 units. A&S IQ: HUM, LCD, WI Art: HUM EN: H

L03 East Asia 4450 Topics in Modern Japanese Literature: Sense and Sensuality in the Novels of Tanizaki Junichiro
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 IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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 IQ: HUM, LCD, SD Art: HUM EN: H

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 IQ: HUM, LCD EN: H

L03 East Asia 4490 Topics in Comparative Literature
Same as L16 Comp Lit 449
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

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 IQ: HUM Art: AH, HUM EN: H

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 Hirabayashi Taiko, Uno Chiyó, 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 IQ: HUM, LCD, SD EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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
L03 East Asia 4550 Topics in Korean Literature and Culture: Gender in Korean Literature and Film
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 IQ: LCD  EN: H

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 IQ: HUM Art: HUM EN: H

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 Japanese 464
Credit 3 units. A&S IQ: LCD  EN: H

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 IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

L03 East Asia 471 Topics in Japanese Culture
A topics course on Japanese culture; topics vary by semester.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L03 East Asia 476 Reading Seminar in Chinese Fiction: The Early Novel
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 IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L03 East Asia 479 Reading Seminar in Modern Chinese Literature: Envisioning a New China: The May Fourth Era (1919-1949)
A seminar on modern Chinese literature with varying topics.
Prerequisite: instructor's permission.
Same as L04 Chinese 479
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L03 East Asia 4791 Seminar in Religious Studies: Engendering Religious Studies
The topic for this seminar differs every year. Previous topics include Governing Religion; 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 IQ: HUM, SD Arch: HUM Art: HUM BU: ETH EN: H

L03 East Asia 480 Topics in Buddhist Traditions
This course focuses on a selected theme in the study of Buddhism. Please refer to the course listings for a description of the current offering.
Same as L23 Re St 480
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: ETH, HUM EN: H

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 IQ: HUM, LCD Art: HUM EN: H

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 IQ: HUM, LCD Art: HUM EN: H

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.
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 IQ: HUM, LCD Art: HUM

L03 East Asia 4892 Topics in Chinese Literature & Culture: Commentary, Philology, & Theories of Reading in East Asian History
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 IQ: LCD, SSC Art: HUM EN: S

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 IQ: HUM, LCD Art: HUM

L03 East Asia 4912 Topics in Japanese Literature: Japanese Historical Fiction and the Question of National Identity
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 IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L03 East Asia 496 Readings in Asian Studies
Prerequisite: permission of the chair of the department.
Credit variable, maximum 3 units. A&S IQ: HUM EN: H

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. EN: H

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.

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.

Economics
The Economics program explores the problems of a modern economy and introduces the methodological tools that 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 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 after 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 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.

Economics and computer science have become increasingly interrelated. Students interested in both fields can complete the major in economics and computer science. As part of this major, students complete economics courses that are particularly focused on the applications of computer science in economics. Elective courses of particular relevance include Econ 407, Econ 4151, Econ 452, Econ 467 and Econ 484. As with the economics major, students are strongly encouraged to complete at least one internship (academic credit is available via Econ 299) and to complement their studies with appropriate coursework from the Olin Business School.

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JD, University of Chicago
PhD, University of North Carolina at Chapel Hill

James Bullard (http://economics.wustl.edu/James_Bullard)
PhD, Indiana University

John Drobak (https://law.wustl.edu/faculty-staff-directory/profile/john-n-drobak)
JD, Stanford University

Philip H. Dybvig (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=Dybvig)
PhD, Yale University

Leonard Green (http://economics.wustl.edu/people/leonard-green)
PhD, State University of New York

Barton Hamilton (https://olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=hamiltonb)
PhD, Stanford University

Glenn MacDonald (https://olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=macdonald)
PhD, University of Rochester

Alexander Monge-Naranjo (http://economics.wustl.edu/people/alexander-monge-naranjo)
PhD, University of Chicago

Camillo Padoa-Schioppa (http://neurosci.wustl.edu/People/Faculty/camillo-padoa-schioppa)
PhD, Massachusetts Institute of Technology

B. Ravikumar (http://economics.wustl.edu/people/b-ravikumar)
PhD, University of Iowa

Juan Sanchez (https://economics.wustl.edu/people/juan-sanchez)
PhD, University of Rochester

Professors Emeriti
Lee K. Benham (http://economics.wustl.edu/people/Lee_Benham)
PhD, Stanford University

David Levine (http://www.dklevine.com)
John H. Biggs Distinguished Professor Emeritus
PhD, Massachusetts Institute of Technology

Wilhelm Neuefeind (http://economics.wustl.edu/people/Wilhelm_Neuefeind)
PhD, Universität Bonn

Frederic Q. Raines (http://economics.wustl.edu/people/Frederic_Raines)
PhD, University of Wisconsin

Majors
The Major in Economics
Total units required: 37-39

Required courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Econ 1011</td>
<td>Introduction to Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 1021</td>
<td>Introduction to Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Math 131</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>Math 132</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>Math 2200</td>
<td>Elementary Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(or an alternative statistics course,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>which must be approved by the department)</td>
<td></td>
</tr>
<tr>
<td>Econ 493</td>
<td>Mathematical Economics</td>
<td>1-3</td>
</tr>
<tr>
<td>or Math 233</td>
<td>Calculus III</td>
<td></td>
</tr>
<tr>
<td>Econ 4011</td>
<td>Intermediate Microeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>Econ 4021</td>
<td>Intermediate Macroeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>Econ 413</td>
<td>Introduction to Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>or Econ 413W</td>
<td>Introduction to Econometrics with Writing</td>
<td></td>
</tr>
</tbody>
</table>

Total Units 25-27
Elective courses:

Four advanced economics electives (12 units), at least two of which must have an Econ Econ 4011 or Econ 4021 prerequisite.

The Major in Economics and Computer Science

The College of Arts & Sciences and the McKelvey School of Engineering have developed a major that allows students interested in both economics and computer science to combine these two complementary disciplines efficiently, without having to pursue them as two separate majors.

Engineering students who declare this major must fulfill the distribution and all other requirements for the BS in Applied Science degree (p. 1063) in the McKelvey School of Engineering. Arts & Sciences students who declare this major must fulfill the distribution and all other requirements for an AB degree (p. 907) in addition to the specific requirements listed below.

Total units required: 55-57

Required courses:

<table>
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<td>3</td>
</tr>
<tr>
<td>Math 132</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>Math 2200</td>
<td>Elementary Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>or Math 3200</td>
<td>Elementary to Intermediate Statistics and Data Analysis</td>
<td></td>
</tr>
<tr>
<td>or ESE 326</td>
<td>Probability and Statistics for Engineering</td>
<td></td>
</tr>
<tr>
<td>Math 233</td>
<td>Calculus III</td>
<td>1-3</td>
</tr>
<tr>
<td>or Econ 493</td>
<td>Mathematical Economics</td>
<td></td>
</tr>
<tr>
<td>CSE 131</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CSE 247</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSE 347</td>
<td>Analysis of Algorithms</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective courses:

1. Three 3-unit economics electives drawn from any Econ 4011 prerequisite course, including Econ 4021.
   a. Economics electives of particular relevance include (but are not limited to) Econ 407 Market Design, Econ 4151 Applied Econometrics, Econ 452 Industrial Organization, Econ 467 Game Theory and Econ 484 Computational Macroeconomics.

2. Three 3-unit computer science electives drawn from the list below:

   - CSE 330S: Rapid Prototype Development and Creative Programming
   - CSE 332S: Object-Oriented Software Development Laboratory
   - CSE 341T: Parallel and Sequential Algorithms
   - CSE 416A: Analysis of Network Data
   - CSE 417T: Introduction to Machine Learning
   - CSE 425S: Programming Systems and Languages
   - CSE 427S: Cloud Computing with Big Data Applications
   - CSE 511A: Introduction to Artificial Intelligence
   - CSE 517A: Machine Learning
   - CSE 514A: Data Mining
   - CSE 516A: Multi-Agent Systems
   - CSE 518A: Human-in-the-Loop Computation
   - CSE 557A: Advanced Visualization

Additional Information

Majors must complete Econ 4011, Econ 4021 and the Econ 4011/Econ 4021 prerequisite electives in residence during the fall and spring semesters.

The upper-level units (300- and 400-level courses) required for the major must be independent of other majors or minors (i.e., upper-level course work required for a major may not be double-counted for another major or a minor).

Senior Honors: Students are invited during the second semester of their junior year to participate in the honors program during their senior year if they meet certain academic requirements.


More information about the majors, the minors, the course offerings and the honors program can be found in the Economics Undergraduate Guide (http://economics.wustl.edu/undergraduate), available on the department website and from the department. Students also are encouraged to contact the Academic Coordinator, Dorothy Petersen, by email at 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 economics elective having at least Econ 1011 and/or Econ 1021 as a prerequisite course

**Prerequisites:** The prerequisite courses for Econ 1011 are Econ 4011 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 1021 are Econ 4021 and Econ 4011.

## The Minor in Applied Microeconomics

**Economics units required:** 15

### Required courses:

<table>
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<tr>
<td>Econ 1021</td>
<td>Introduction to Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 4011</td>
<td>Intermediate Microeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>12</strong></td>
<td></td>
</tr>
</tbody>
</table>

### 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 1011 are Econ 4011 and Math 132. In addition, Econ 493 or Math 233 must be taken prior to or concurrent with enrollment in Econ 4011.

### Courses


### 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 IQ: SSC, AN Arch: NSM, SSC Art: 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.
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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 IQ: SSC EN: S

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 IQ: SSC Art: SSC BU: BA EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L11 Econ 4021 Intermediate Macroeconomic Theory

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 EN: S

L11 Econ 4111 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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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. Sections 1 & 2 prerequisites: Econ 1011 & 1021 and Math 2200 or equivalent. Section 3 prerequisites: Econ 4011 and Math 2200 or equivalent. The Friday subsection “A” is for Section 03 only. This subsection is a help session, and attendance is not required. 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 Econ majors).
Credit 3 units. A&S IQ: SSC, WI Arch: SSC Art: SSC EN: S

**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, multicolinearity, 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 Arch: SSC Art: SSC EN: S

**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 IQ: SSC Arch: SSC Art: SSC EN: S

**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 IQ: SSC Art: SSC EN: S

**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 IQ: SSC EN: S

**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 IQ: SSC Art: FAAM EN: S

**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 IQ: SSC Art: SSC EN: S

**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 IQ: SSC EN: S

**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 IQ: SSC Arch; SSC Art; SSC EN: S

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 externality 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 IQ: SSC Art: SSC

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 IQ: SSC, WI Arch; SSC Art; SSC EN: S

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 IQ: SSC Art; SSC BU: BA, ETH EN: S

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 IQ: SSC EN: S

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 IQ: SSC Art: SSC EN: S

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 IQ: SSC Art: SSC EN: S

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 IQ: SSC Arch; SSC Art: SSC EN: S

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 explains the decline of manufacturing, and its growth in the early stages of development? What are the determinants of inequality and risk faced by individuals in different countries? Theories featuring the role of investment in physical and human capital, technology, coordination, financial markets, and environmental variables will be presented. Theories will be evaluated using historical data and detailed case studies. This course is designed to complement Econ 472. Prerequisites: Econ 4011.

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

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 IQ: SSC EN: S
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.

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 IQ: SSC Arch: SSC EN: S

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 policy 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 IQ: SSC Arch: SSC Art: SSC EN: S

L11 Econ 484 Computational Macroeconomics
This course provides a more in-depth look into the quantitative methods used in contemporary macroeconomic analysis. We will cover numerical methods used in dynamic optimization. In practice, we will apply these methods to solve two major models used in macroeconomic analysis, using both Excel and Matlab. The Neoclassical Growth Model and its variants are used to study aggregate trends and aggregate effects of government policy. The lifecycle model is used to examine questions involving decision-making over the lifecycle. We will learn how to use empirical observations for the purpose of calibrating model parameters and how to conduct policy evaluation in the context of calibrated models. Our policy evaluation will focus on fiscal policy (taxes) and social security issues.
Credit 3 units.

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.

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-economic 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, additional topics will be introduced. Economics majors and minors must take either this course or Math 233 prior to or concurrently with Econ 4011. Students who have taken or are taking Math 233 are encouraged to take this course as well. Students taking this course and not Math 233 must take Econ 493 for a letter grade; pass/fail and audit are grade options only for students who have previously completed Math 233. All grade option choices must be finalized by Friday, September 7, 2019. The last day to add or drop the course (with a "D") is Friday, September 7, 2019. There is no option to withdraw (i.e., take a "W") from this course, except in the case of illness or emergency. Students cannot use WebStac to add or drop this course after the first session; they should contact dottie@wustl.edu for scheduling issues. The final exam will occur on the last day of class, per the course syllabus. Prerequisites: Econ 1011, Econ 1021 and Math 132.
Credit 1 unit. A&S IQ: SSC Arch: SSC Art: SSC EN: S

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. It is 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.

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. EN: S

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 IQ: SSC Art: SSC EN: S

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 IQ: SSC EN: S
L11 Econ 498 Honors Seminar
Advanced application of economic theory to policy problems. This is the first part of the two-course sequence for seniors writing an honors thesis, and it is taken in the fall semester of the senior year. This course may not be used to satisfy major requirements. Prerequisite: invitation into the "Honors in Economics with Thesis" track of the department's Honors Program. Credit 3 units. A&S IQ: SSC EN: S

L11 Econ 499 Study for Honors
Independent reading and research under faculty direction leading to a Senior Honors Thesis. This is the second part of the two-course sequence for seniors writing an honors thesis, and it is taken in the spring semester of the senior year. This course may not be used to satisfy major requirements. Prerequisite: invitation into the "Honors in Economics with Thesis" track of the department's Honors Program. Credit 3 units.

L11 Econ 578 International Macroeconomics
The aim of this course is to cover several topics related to international macroeconomics, such as open economy real business cycle models, small open economy models, sovereign default models, and models of international capital flows. The course is intended to provide students with a battery of tools that will help them to identify relevant questions and the right approach (methodology) to solving them; students will also learn different quantitative methods for solving the models that we study throughout the semester. For the student, the goals are to start thinking about possible research questions, to learn how to develop a research plan, and to transmit ideas in an effective way. Credit 3 units.

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. Although this major is preparation for a teaching career, students will also be prepared to seek positions in cultural institutions and 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 will also 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 and applies the historical, social, cultural, psychological and public policy aspects of educational institutions and educational processes, as well as the social and cultural factors that affect them. The program provides an entry point into the study of the multidimensional field of education, analysis, the individual and the collective. Many educational studies majors pursue graduate or professional study; however, this major also prepares students to work in educational, nonprofit and 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: Roshonda Ludy
Phone: 314-935-6791
Email: rloyd@wustl.edu
Website: http://education.wustl.edu

Faculty
Chair
Andrew Butler (http://education.wustl.edu/people/andrew-butler)
Associate Professor
PhD, Washington University

Endowed Professors
Carol Camp Yeakey (http://education.wustl.edu/people/yeakey_carol-camp)
Marshall S. Snow Professor of Arts & Sciences
PhD, Northwestern University

William F. Tate (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](http://education.wustl.edu/people/cindy-brantmeier))  
Professor of Education and Applied Linguistics  
PhD, Indiana University Bloomington

**Odis Johnson** ([http://education.wustl.edu/people/odis-johnson](http://education.wustl.edu/people/odis-johnson))  
PhD, University of Michigan-Ann Arbor

# Associate Professors

**Garrett A. Duncan** ([http://education.wustl.edu/Duncan](http://education.wustl.edu/Duncan))  
PhD, The Claremont Graduate School

**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

**Michelle Purdy** ([http://education.wustl.edu/people/michelle-purdy](http://education.wustl.edu/people/michelle-purdy))  
PhD, Emory University

# Assistant Professor

**Ebony Duncan-Shippy** ([http://education.wustl.edu/people/ebony-duncan](http://education.wustl.edu/people/ebony-duncan))  
PhD, Vanderbilt University

# 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 in St. Louis

# Affiliate Faculty

**John Baugh** ([https://anthropology.wustl.edu/people/john-gbaugh](https://anthropology.wustl.edu/people/john-gbaugh))  
Margaret Bush Wilson Professor in Arts & Sciences  
PhD, University of Pennsylvania

**William W. Clark** ([http://pacs.wustl.edu/our-faculty/william-w-clark-phd](http://pacs.wustl.edu/our-faculty/william-w-clark-phd))  
PhD, University of Michigan

**Sarah C.R. Elgin** ([https://biology.wustl.edu/people/sarah-elgin](https://biology.wustl.edu/people/sarah-elgin))  
Victor Hamburger Professor Emerita in Arts & Sciences  
PhD, California Institute of Technology

**Patrick C. Gibbons** ([https://physics.wustl.edu/people/patrick-c-gibbons](https://physics.wustl.edu/people/patrick-c-gibbons))  
PhD, Harvard University

# Majors

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, has an overall GPA of at least 3.0, and has no grade lower than a 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. It is suggested, although not required, that students consider a minor in another field of study. In addition, students are required to complete the following education courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 313B</td>
<td>Education, Childhood, Adolescence, and Society</td>
<td>3</td>
</tr>
<tr>
<td>Educ 314</td>
<td>Sociolinguistics, Literacies, Schools, and Communities</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4052</td>
<td>Educational Psychology: A Focus on Teaching and Learning</td>
<td>4</td>
</tr>
</tbody>
</table>
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 GPA in that content field. In addition, students are required to take the following education courses:

• 3 credits in educational foundations:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 301C</td>
<td>The American School</td>
<td>3</td>
</tr>
<tr>
<td>or Educ 453B</td>
<td>Sociology of Education</td>
<td></td>
</tr>
<tr>
<td>or Educ 459F</td>
<td>Philosophies of Education</td>
<td></td>
</tr>
<tr>
<td>or Educ 481W</td>
<td>History of Education in the United States</td>
<td></td>
</tr>
</tbody>
</table>

• Elementary student teaching (Educ 4911) occurs during the fall of the senior year, and students concurrently enroll in Educ 525 and Educ 4831:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 4831</td>
<td>The Teaching-Learning Process in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4911</td>
<td>Student Teaching in the Elementary School</td>
<td>var.; max 8</td>
</tr>
<tr>
<td>Educ 525</td>
<td>Diagnosis and Correction of Reading Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>

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 GPA in that major. In addition, students are required to take the following education courses:

• 3 credits in educational foundations:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 301C</td>
<td>The American School</td>
<td>3</td>
</tr>
<tr>
<td>or Educ 453B</td>
<td>Sociology of Education</td>
<td></td>
</tr>
<tr>
<td>or Educ 459F</td>
<td>Philosophies of Education</td>
<td></td>
</tr>
<tr>
<td>or Educ 481W</td>
<td>History of Education in the United States</td>
<td></td>
</tr>
</tbody>
</table>
or Educ 481W History of Education in the United States
or Educ 481 History of Education in the United States

• All of the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 313B</td>
<td>Education, Childhood, Adolescence, and Society</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4052</td>
<td>Educational Psychology: A Focus on Teaching and Learning</td>
<td>4</td>
</tr>
<tr>
<td>Educ 408</td>
<td>Education and Psychology of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4821</td>
<td>The Teaching-Learning Process in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4843</td>
<td>Field Experience Seminar</td>
<td>var.; max 3</td>
</tr>
<tr>
<td>Educ 5253</td>
<td>Instructional Interventions in Reading for Adolescents and English Language Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

• The student's content area curriculum and instruction course (plus Educ 4451 for English majors)
• Educ 494 and Educ 5681: This course work includes a semester of student teaching (Educ 494) during the 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 GPA in that major. In addition, students are required to take the following education courses:

• 3 credits of educational foundations:

<table>
<thead>
<tr>
<th>Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Educ 301C</td>
<td>The American School</td>
<td>3</td>
</tr>
<tr>
<td>or Educ 453B</td>
<td>Sociology of Education</td>
<td></td>
</tr>
<tr>
<td>or Educ 459F</td>
<td>Philosophies of Education</td>
<td></td>
</tr>
<tr>
<td>or Educ 481W</td>
<td>History of Education in the United States</td>
<td></td>
</tr>
<tr>
<td>or Educ 481</td>
<td>History of Education in the United States</td>
<td></td>
</tr>
</tbody>
</table>

• All of the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 313B</td>
<td>Education, Childhood, Adolescence, and Society</td>
<td>3</td>
</tr>
</tbody>
</table>

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 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 the spring of the senior year, during which students concurrently enroll in Educ 4821.

The Major in Educational Studies

Total units required: 24

Our major in educational studies examines the historical, social, cultural, psychological and public policy aspects of education. 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. Many educational studies majors pursue graduate or professional study; however, this major also prepares students to work in educational, nonprofit and government agencies. Students are required to complete 24 units of advanced study as follows:

• Three courses in discipline-based studies selected from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 304</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Educ 434B</td>
<td>Seminar in Black Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Educ 453B</td>
<td>Sociology of Education</td>
<td>3</td>
</tr>
<tr>
<td>Educ 459F</td>
<td>Philosophies of Education</td>
<td>3</td>
</tr>
<tr>
<td>Educ 462</td>
<td>Politics of Education</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4621</td>
<td>The Political Economy of Urban Education</td>
<td>3</td>
</tr>
<tr>
<td>Educ 481W</td>
<td>History of Education in the United States</td>
<td>3</td>
</tr>
<tr>
<td>Educ 481</td>
<td>History of Education in the United States</td>
<td>3</td>
</tr>
</tbody>
</table>

• One or two courses in individual processes of education selected from the following:
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 the 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 — in combination with a major or minor in educational studies, any language (e.g., Spanish, French, Italian, Chinese, Swahili, German, Japanese), anthropology, philosophy-neuroscience-psychology, 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:**

- The following course:
  
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 4111</td>
<td>Linguistics and Language Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

- One of the following:
  
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ling 170D</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>Educ 200</td>
<td>Topics in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

- 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):
  
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 4023</td>
<td>Second Language Acquisition and Technology</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4052</td>
<td>Educational Psychology: A Focus on Teaching and Learning</td>
<td>4</td>
</tr>
<tr>
<td>Educ 4055</td>
<td>Central Topics in Learning Sciences Research</td>
<td>3</td>
</tr>
<tr>
<td>Educ 408</td>
<td>Education and Psychology of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>Educ 433W</td>
<td>Complex Learning in Education</td>
<td>3</td>
</tr>
<tr>
<td>Educ 461B</td>
<td>The Construction and Experience of Black Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4692</td>
<td>Second Language Reading and Writing: Theory, Research and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

- One or two courses in social context of education selected from the following:
  
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 301C</td>
<td>The American School</td>
<td>3</td>
</tr>
<tr>
<td>Educ 303</td>
<td>Gender and Education</td>
<td>3</td>
</tr>
<tr>
<td>Educ 313B</td>
<td>Education, Childhood, Adolescence, and Society</td>
<td>3</td>
</tr>
<tr>
<td>Educ 314</td>
<td>Sociolinguistics, Literacies, Schools, and Communities</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4033</td>
<td>Video Microanalysis: Methods and Tools</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4111</td>
<td>Linguistics and Language Learning</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4280</td>
<td>History of Urban Schooling in the United States</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4288</td>
<td>Higher Education in American Culture</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4289</td>
<td>Neighborhoods, Schools and Social Inequality</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4315</td>
<td>Culture, Language and the Education of Black Students</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4511</td>
<td>Race, Ethnicity and Culture: Qualitative Inquiry in Urban Education</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4608</td>
<td>The Education of Black Children and Youth in the United States</td>
<td>3</td>
</tr>
<tr>
<td>Educ 489</td>
<td>Education and Public Policy in the United States</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4891</td>
<td>The Science and Politics of Testing in the United States</td>
<td>3</td>
</tr>
</tbody>
</table>

- One elective

- During the senior year, either Educ 404 (Honors) or Educ 4999 (Capstone Seminar)
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 400</td>
<td>Topics in Education</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4023</td>
<td>Second Language Acquisition and Technology</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4692</td>
<td>Second Language Reading and Writing: Theory, Research and Practice</td>
<td>3</td>
</tr>
<tr>
<td>Ling 466</td>
<td>Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>Span 467</td>
<td>Grammar and Vocabulary Acquisition</td>
<td>3</td>
</tr>
</tbody>
</table>

- One of the following (Subfield: Educational Linguistics or Sociolinguistics):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAS 210</td>
<td>The Linguistic Legacy of the African Slave Trade in Interdisciplinary Perspective</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 3386</td>
<td>Language, Culture and Society</td>
<td>3</td>
</tr>
<tr>
<td>Educ 314</td>
<td>Sociolinguistics, Literacies, Schools, and Communities</td>
<td>3</td>
</tr>
<tr>
<td>Ling 311</td>
<td>Introduction to Semantics</td>
<td>3</td>
</tr>
<tr>
<td>Ling 312</td>
<td>Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>Ling 339</td>
<td>Introduction to Sociolinguistics</td>
<td>3</td>
</tr>
<tr>
<td>Ling 341</td>
<td>Linguistic Diversity in the United States</td>
<td>3</td>
</tr>
</tbody>
</table>

- Other courses from following list:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comp Lit 394</td>
<td>Worldwide Translation: Language, Culture, Technology</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4014</td>
<td>Urban Education in Multiracial Societies</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4036</td>
<td>Children of Immigrants: Identity and Acculturation</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4302</td>
<td>Cognitive Psychology Applied to Education</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4315</td>
<td>Culture, Language and the Education of Black Students</td>
<td>3</td>
</tr>
<tr>
<td>Educ 453B</td>
<td>Sociology of Education</td>
<td>3</td>
</tr>
<tr>
<td>E Lit 407</td>
<td>Old English, Introductory</td>
<td>3</td>
</tr>
<tr>
<td>E Lit 472</td>
<td>History of the English Language</td>
<td>3</td>
</tr>
<tr>
<td>Psych 433</td>
<td>Psychology of Language</td>
<td>3</td>
</tr>
<tr>
<td>Span 370</td>
<td>Introduction to Hispanic Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>Span 417</td>
<td>Spanish Phonetics, Phonology and Dialectology</td>
<td>3</td>
</tr>
</tbody>
</table>

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 GPA and the completion of some education course work. Honors study involves both the 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 the 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

### The Minor in Educational Studies

**Units required:** 18

**Required courses:**

**Discipline-Based Study (two courses required):**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 304</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Educ 434B</td>
<td>Seminar in Black Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Educ 453B</td>
<td>Sociology of Education</td>
<td>3</td>
</tr>
<tr>
<td>Educ 459F</td>
<td>Philosophies of Education</td>
<td>3</td>
</tr>
<tr>
<td>Educ 462</td>
<td>Politics of Education</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4621</td>
<td>The Political Economy of Urban Education</td>
<td>3</td>
</tr>
<tr>
<td>Educ 481W</td>
<td>History of Education in the United States</td>
<td>3</td>
</tr>
</tbody>
</table>

or Educ 481 History of Education in the United States

**Individual Processes of Education (one course required):**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 315</td>
<td>Cognitive Bases of Peak Performance I</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4023</td>
<td>Second Language Acquisition and Technology</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4052</td>
<td>Educational Psychology: A Focus on Teaching and Learning</td>
<td>4</td>
</tr>
<tr>
<td>Educ 4055</td>
<td>Central Topics in Learning Sciences Research</td>
<td>3</td>
</tr>
<tr>
<td>Educ 408</td>
<td>Education and Psychology of Exceptional Children</td>
<td>3</td>
</tr>
</tbody>
</table>
Educ 433W  Complex Learning in Education  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):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edu 301C</td>
<td>The American School</td>
<td>3</td>
</tr>
<tr>
<td>Edu 303</td>
<td>Gender and Education</td>
<td>3</td>
</tr>
<tr>
<td>Edu 313B</td>
<td>Education, Childhood, Adolescence, and Society</td>
<td>3</td>
</tr>
<tr>
<td>Edu 314</td>
<td>Sociolinguistics, Literacies, Schools, and Communities</td>
<td>3</td>
</tr>
<tr>
<td>Edu 4033</td>
<td>Video Microanalysis: Methods and Tools</td>
<td>3</td>
</tr>
<tr>
<td>Edu 4111</td>
<td>Linguistics and Language Learning</td>
<td>3</td>
</tr>
<tr>
<td>Edu 4280</td>
<td>History of Urban Schooling in the United States</td>
<td>3</td>
</tr>
<tr>
<td>Edu 4288</td>
<td>Higher Education in American Culture</td>
<td>3</td>
</tr>
<tr>
<td>Edu 4289</td>
<td>Neighborhoods, Schools and Social Inequality</td>
<td>3</td>
</tr>
<tr>
<td>Edu 4315</td>
<td>Culture, Language and the Education of Black Students</td>
<td>3</td>
</tr>
<tr>
<td>Edu 4511</td>
<td>Race, Ethnicity and Culture: Qualitative Inquiry in Urban Education</td>
<td>3</td>
</tr>
<tr>
<td>Edu 4608</td>
<td>The Education of Black Children and Youth in the United States</td>
<td>3</td>
</tr>
<tr>
<td>Edu 489</td>
<td>Education and Public Policy in the United States</td>
<td>3</td>
</tr>
<tr>
<td>Edu 4891</td>
<td>The Science and Politics of Testing in the United States</td>
<td>3</td>
</tr>
</tbody>
</table>

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 (taught in English unless otherwise indicated):

• The following courses:
  
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edu 4111</td>
<td>Linguistics and Language Learning</td>
<td>3</td>
</tr>
<tr>
<td>Edu 4692</td>
<td>Second Language Reading and Writing: Theory, Research and Practice</td>
<td>3</td>
</tr>
<tr>
<td>Ling 466</td>
<td>Second Language Acquisition</td>
<td>3</td>
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</table>

• One of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ling 170D</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>Edu 200</td>
<td>Topics in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses:

• At least one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAS 210</td>
<td>The Linguistic Legacy of the African Slave Trade in Interdisciplinary Perspective</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 3386</td>
<td>Language, Culture and Society</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 4122</td>
<td>Language and Gender</td>
<td>3</td>
</tr>
<tr>
<td>Edu 4023</td>
<td>Second Language Acquisition and Technology</td>
<td>3</td>
</tr>
<tr>
<td>Edu 4302</td>
<td>Cognitive Psychology Applied to Education</td>
<td>3</td>
</tr>
<tr>
<td>Edu 4315</td>
<td>Culture, Language and the Education of Black Students</td>
<td>3</td>
</tr>
<tr>
<td>Ling 312</td>
<td>Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>Psych 433</td>
<td>Psychology of Language</td>
<td>3</td>
</tr>
<tr>
<td>Span 417</td>
<td>Spanish Phonetics, Phonology and Dialectology</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses


L12 Educ 102 First-Year Seminar: Comparative and International 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: FYS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S
L12 Educ 200 Topics in Education
Introduction to broad areas of educational concern. Topics vary by semester.
Credit 3 units. A&S IQ: SSC BU: HUM EN: S

L12 Educ 203A Introduction to Education: Social Inequality, Development, & Early Childhood 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 United States. 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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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

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 IQ: SSC BU: BA

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.
Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

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 IQ: SSC, SD Art: SSC BU: BA EN: S

L12 Educ 304 Educational Psychology
A course in psychological concepts relevant to education. Organized around four basic issues: (1) how humans think and learn; (2) how children, adolescents, and adults differ in their cognitive and moral development; (3) the sense in which motivation and intention explain why people act as they do; and (4) how such key human characteristics as intelligence, motivation, and academic achievement can be measured. Offered fall and spring semesters.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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. BU: BA EN: S

L12 Educ 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.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 314 Sociolinguistics, 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 will engage with the perceived disjuncture between homes, communities, and schools in an era of higher literacy standards, local literacies, and community knowledge. We will 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 IQ: HUM, SD BU: BA EN: H

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 IQ: SSC BU: BA EN: S
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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 338 Computer Technology in Education
Technology has become increasing 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. EN: S

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 IQ: SSC Art: SSC BU: BA

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.

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 IQ: SSC, WI: S

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

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 IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

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 IQ: SSC EN: S

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 feeling 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 IQ: SSC; SD Arch: SSC Art: SSC EN: S

L12 Educ 4036 Children of Immigrants: Identity and Acculturation
This seminar takes an interdisciplinary approach to children of immigrants as an analytical subject. Our investigation looks into the 1.5- and second-generation youth of different cultural and ethnic backgrounds in the United States, with many case studies focusing on Asian Americans and Latinx individuals. Discussion topics include migration and identity, ethnicity and race, bilingualism and biculturalism, family and school, youth culture, and other pressing issues, such as mental health. The seminar offers a theoretical look into the lives of children of immigrants by introducing different research methodologies from the social sciences. Students are required to conduct an individual research project among a selected group of children of immigrants.
Same as L97 IAS 4036
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

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. EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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. EN: S

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 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 IQ: SSC BU: BA EN: S

L12 Educ 411 Linguistics and Language Learning
The course, taught in English, provides a critical survey of various components involved in language acquisition 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 IQ: SSC BU: BA EN: S

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 fall semester in which student teaching is done. Credit 3 units. A&S IQ: HUM Art: HUM EN: H

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 fall semester in which student teaching is done. Credit 3 units. A&S IQ: HUM Art: HUM EN: H
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 IQ: SSC, SC, SD

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 IQ: SSC

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 IQ: SSC

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 illustrate how individual- and class-based new media productions. Prerequisite: at least junior standing or permission of the instructor.
Credit 3 units. A&S IQ: SSC EN: S

L12 Educ 4217 History 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. EN: S

L12 Educ 428 History of Education 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 IQ: HUM BU: HUM EN: H

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. BU: HUM

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 IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S
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 IQ: HUM, SD Arch; HUM Art: HUM BU: BA, ETH, HUM EN: H

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 IQ: SSC EN: S

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 IQ: SSC EN: S

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 IQ: LCD, SSC Art: SSC EN: S

L12 Educ 433 Complex Learning in Education
This course will focus on psychological research and theory pertaining to higher-order learning. Each week, we will delve into a different topic, such as memory, transfer of learning, analogical reasoning, conceptual change, metacognition, and problem solving. Prerequisite: junior standing or L12 304.
Credit 3 units. A&S IQ: SSC BU: BA EN: S

L12 Educ 433W Complex Learning in Education
This course will focus on psychological research and theory pertaining to higher-order learning. Each week, we will delve into a different topic, such as memory, transfer of learning, analogical reasoning, conceptual change, metacognition, and problem solving. Prerequisite: junior standing.
Credit 3 units. A&S IQ: SSC, WI BU: BA EN: S

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.

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.

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. EN: S

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. EN: S

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 Hieles 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. EN: S

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 IQ: SSC EN: S

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 intersecting 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.
Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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 IQ: SSC, WI Art: SSC

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 IQ: SSC, BU: ETH EN: S

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 IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA, ETH EN: S
L12 Educ 454 Self-Management of Stress & Anxiety
Stress is an important contributor to human unhappiness, to illness of all sorts, and to the failure to reach personal and professional goals. This course is designed to provide participants with information concerning the nature of stress and anxiety and with skills for coping with these phenomena. Each person will have the opportunity to develop facility with a variety of coping strategies and to construct a personal self-management program.
Credit 3 units. EN: S

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 IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

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 era, 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 IQ: HUM, SD, WI Art: HUM EN: H

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 IQ: SSC EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S UColl: ACS, SSC

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 IQ: SSC, SC, SD Art: SSC EN: S

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 IQ: LCD, SSC Arch: SSC Art: SSC EN: S

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. EN: S

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 IQ: HUM Art: HUM EN: H

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

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.

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 IQ: HUM Arch: HUM Art: HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM EN: H

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 IQ: NSM Arch: NSM Art: NSM

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 IQ: SSC Arch: SSC Art: SSC EN: S

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 IQ: HUM Arch: HUM Art: HUM EN: H

L12 Educ 481W 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 IQ: HUM, SC, SD, WI EN: H

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 IQ: SSC, WI Arch: SSC Art: SSC EN: S

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 IQ: SSC, WI Art: SSC EN: S

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/for-faculty-and-staff/community-engaged-teaching) course. Credit 2 units. A&S IQ: SSC Art: SSC EN: S

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.
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 IQ: SSC Art: SSC EN: S UColl: ACS

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 — 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 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 IQ: SSC, SD EN: S

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. Prerequisite: admission to elementary teacher education program and permission of director of teacher education. Graduate students must register for Satisfactory/Unsatisfactory, and undergraduates must register for Pass/Fail. Elementary teacher education students enroll for 8 credits during the fall semester.
Credit variable, maximum 8 units. A&S IQ: SSC Art: SSC EN: S

L12 Educ 4922 Student Teaching in Middle Schools
Supervised teaching experience. Group meetings and individual conferences. Prerequisite: admission to teacher education program. Graduate students must register for Satisfactory/Unsatisfactory, and undergraduates must register for Pass/Fail. Middle school teacher education students enroll for 8 credits. Offered spring semester.
Credit variable, maximum 8 units. A&S IQ: SSC Art: SSC EN: S

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 IQ: SSC Art: SSC EN: S

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. EN: S

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 IQ: SSC Art: SSC EN: S

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 IQ: SSC Art: SSC EN: S
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) 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.

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Chair

Vincent Sherry (http://english.artsci.wustl.edu/Vincent_Sherry)  
Howard Nemerov Professor in the Humanities  
PhD, University of Toronto

Endowed Professors

Gerald L. Early (http://english.artsci.wustl.edu/gerald_early)  
Merle Kling Professor of Modern Letters  
PhD, Cornell University

Steven Zwicker (http://english.artsci.wustl.edu/Steven_Zwicker)  
Stanley Elkin Professor in the Humanities  
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Professors

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PhD, University of Chicago

Naomi Lebowitz (http://complit.artsci.wustl.edu/people/naomi-lebowitz)
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PhD, Stanford University

Majors

The Major in English Literature

Units required: 30

Prerequisites:

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<th>Code</th>
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<tbody>
<tr>
<td>E Lit 2151</td>
<td>Literature in English: Early Texts and Contexts</td>
<td>3</td>
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<tr>
<td>E Lit 2152</td>
<td>Literature in English: Modern Texts and Contexts</td>
<td>3</td>
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Required credits:

24 units of upper-division (300- and 400-level) work (at least 6 units must be 400-level), distributed as follows:

1) 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

2) Four electives

3) Eight upper-division courses in all (including two 400-level courses)

- All courses must be taken for letter grades.
- The student 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.
• A maximum of 6 units from University College and/or Summer School courses may count toward the major. These selections require 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.

4) 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 to 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 of this genre. The concentration will not change the current requirement structure in the English major and thus requires 6 additional credit hours to complete as compared with a regular English major. For more information, please consult the description of the major (http://english.artssci.wustl.edu/major) on the English department website.

Additional Information

Senior Honors: Students must have achieved a 3.65 grade-point average in English and a 3.65 GPA overall to apply for honors in English during the spring of the 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 the senior year and E Lit 3991 Senior Research Seminar I and E Lit 3992 Senior Research Seminar II in the fall and spring, respectively, of the 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 who are interested in studying abroad must apply and participate before senior year.

Transfer Units: Students must provide transcript(s) of their previous work to receive approval from the director of undergraduate studies.

Minors

The Minor in English

Units required: 15

Required courses:

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<tr>
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<td>3</td>
</tr>
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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 by 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.

For undergraduate scholars in the Howard Nemerov Program, two semesters of the 200-level Nemerov seminar (GeSt 211 Howard Nemerov Seminar I) may count as 3 units of 200-level work toward the writing minor. Two semesters of the 300-level Nemerov seminar may count as 3 units of 300-level work toward the writing minor. A maximum of 6 Howard Nemerov units may count toward the writing minor.

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. 409).
Courses

English Composition
For courses in English Composition, please visit the Writing (p. 901) page.

English Language and Literature

L14 E Lit 100 First-Year Seminar: The Literary Life
This class approaches literature from many angles: the creative to the scholarly, the personal to the ethical, the entertaining. At the heart of our study will be a survey of literary “values” such as invention, emotion, style, subversion, beauty, humor—those fundamental reasons readers come to literature in the first place. Through readings and discussion, we will consider the great variety of ways literature expresses these values, and will explore them ourselves via creative assignments. Along the way, we will learn about literary life today through discussions with nationally renowned writers who will visit the class, and through units on literary scholarship, book reviewing, and magazine and book publishing. In the midst of it all, you will write and workshop your own stories, poems, and non-fiction works. Course enrollment preference is given to first-year students.

L14 E Lit 114 First-Year Seminar: Science Fiction Literature & Film: A Contrast in Hyper-imaginative Media
Enrollment limited to freshmen. Topics vary, see current semester course listings for current topic
Same as L53 Film 120

L14 E Lit 115A First-Year Seminar: Transmediation
A variety of topics in comparative literature, designed for first-year students — no special background is required — and to be conducive to the investigation and discussion format of a seminar.
Same as L16 Comp Lit 115

L14 E Lit 150 Literature Seminar for First-Year Students: 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 education: to protect and defend islands of humanistic contemplation and disinterested scientific inquiry; to equip young citizens for informed democratic action; to train meritorious 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: FYS A&S IQ: HUM BU: ETH EN: H

L14 E Lit 151 Literature Seminar for First-Year Students
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. Course is for first-year, non-transfer students only.
Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM BU: HUM EN: H

L14 E Lit 152 Literature Seminar for First-Year Students
Credit 3 units. A&S: FYS A&S IQ: HUM BU: HUM EN: H

L14 E Lit 153 Literature Seminar for First-Year Students
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: FYS A&S IQ: HUM

L14 E Lit 155 First-Year Seminar: Detective Fiction from Poe to Doyle
Reading course limited to 15 students. Topics include selected writers, varieties of approaches to literature (e.g., Southern fiction, the modern American short story, the mystery); consult Course Listings. Course is for first-year, non-transfer students only.
Credit 3 units. A&S: FYS A&S IQ: HUM BU: BA EN: H

L14 E Lit 156 Literature Seminar for First-Year Students
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.

L14 E Lit 160 First-Year Seminar: Easy Riders, Migrant Laborers: American Mobility in Literature and Film
The open road is a quintessential American image. This seminar explores the stories of open space, social mobility, and renewed possibilities that pervade American literature, film, and culture. What accounts for the pull of the open road? What roles have these stories played in American identity? We will pursue and complicate ideas of mobility, examining how differences of class, race, gender, and national origin shape them. Within national narratives of movement, how might we reconcile the coexistence of easy riders and migrant laborers, overseas adventurers and displaced refugees? Our journey will begin with the westward expansion of the 19th century and take us through the rise of the highway, mass immigration, and American global power that
reshaped ideas of mobility in the 20th and 21st centuries. Our routes will range widely, following the American “frontier” as it expands beyond the continental United States into the Pacific and the world. Authors/directors may include Walt Whitman, Bharati Mukherjee, Jack Kerouac, Tomás Rivera, Dennis Hopper, Cormac McCarthy, and Myung Mi Kim. Course is for first-year, non-transfer students only.
Credit 3 units. A&S: FYS & S IQ: HUM BU: HUM EN: H

L14 E Lit 170 Literature Seminar for First-Year Students
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: FYS & S IQ: HUM BU: HUM EN: H

L14 E Lit 171 First-Year Seminar: 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.
Credit 3 units. A&S: FYS & S IQ: HUM BU: HUM EN: H

L14 E Lit 172 Literature Seminar for First-Year Students
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: FYS & S IQ: HUM BU: HUM EN: H

L14 E Lit 180 Literature Seminar for First-Year Students
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. BU: HUM EN: H

L14 E Lit 189 Literature Seminars for First-Year Students
Credit 3 units. A&S: FYS & S IQ: HUM BU: HUM EN: H

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.

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

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 228 Theatre Culture Studies I
A survey of ancient, medieval and Renaissance theater and performance, both in the west and in the east, both as it reflects and shapes culture. Coverage will include the following areas: ancient Greece, ancient Rome, classical Sanskrit theater, Yuan China, medieval Japan, medieval Europe, Renaissance Italy, and Renaissance England. Both scripted theater and performance practices will be examined through the lenses of dramatic literature, theater history, performance studies, and dramatic theory. A continual emphasis will be on marginal and underrepresented figures, as we will attempt to excavate forgotten histories from the theatrical past.
Same as L15 Drama 228C
Credit 3 units.

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 theatre 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

412
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 IQ: HUM BU: HUM EN: H

L14 E Lit 241E Masterpieces of European Literature I
Masterpieces of Western literature in English translation: Homer through Dante.
Credit 3 units. BU: HUM

L14 E Lit 245 Topics: Banned Books: From the Giver to Lord of the Flies
Topics varies by semester.
Credit 3 units. A&S IQ: HUM EN: H

L14 E Lit 250 Sophomore Seminar
Topic will vary by semester.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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.

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.

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.

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. EN: H

L14 E Lit 305 Literature and Consent
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

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.

L14 E Lit 306 Old English Literature: Beowulf
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L14 E Lit 3065 Voice, Language and Power: Late Medieval Religious Writing
In the later Middle Ages, there is a flowering throughout Christian Europe of religious writings that offer a new voice in which personal religious experience can be pursued and expressed. Their voices are mainly intended to be communal ones, to be contained within the Church and regulated by it. But in each case the fact that it is a voice may offer a mode of resistance, or of difference. Such writing is often aimed at lay people,
sometimes exclusively at women; and sometimes the intended
auditors become the authors, and propose a version of religious
experience that claims a new and more intimate kind of power
for its readers. This course looks at a wide range of such writing
in vernacular languages read in translation (English, French
and German), including the work of Meister Eckhart, Marguerite
Porete, Margery Kempe, Julian of Norwich, Eleanor Hull, the
anonymous writer of *The Cloud of Unknowing* and the perhaps
pseudonymous William Langland, author of *Piers Plowman*.
Whether such writing seeks to be orthodox or conducive to
heresy, it presents a challenge to the power of clergy — a
challenge that is written in the vernacular language of lay people,
rather than clerical Latin, and in doing so offers distinctively
new voices for religious experience. The course will also look
at ways in which such work might have been influenced, if only
oppositionally or at times indirectly, by contact with Muslim and
Jewish writing (including Jewish exegesis of the Psalms).
Same as L23 Re St 3065
Credit 3 units. Arch: HUM Art: HUM BU: ETH EN: H

**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 Gunesekera, 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 IQ: HUM, LCD Art: HUM BU: HUM

**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' current
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 IQ: HUM, LCD BU: HUM EN: H

**L14 E Lit 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
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 IQ: HUM, SC, SD, WI BU: HUM EN: H

**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 IQ: HUM, SD Art: HUM BU: HUM

**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 will 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 will reassess
with the help of modern critics. In the second part of this class,
we will 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, ending with an analysis of Donald Trump and the rise of "America First." In the end, students will 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 IQ: HUM BU: HUM EN: H

**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 IQ: HUM, LCD Art: HUM BU: BA, HUM EN: H UColl: CD

**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. BU: HUM
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. BU: HUM

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 IQ: HUM, WI Art: HUM BU: HUM EN: H

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 IQ: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM Art: HUM BU: HUM EN: H

L14 E Lit 312W Topics in English and American Literature
Starting with Allan Bloom's The Closing of the American Mind, a book that helped re-ignite the Culture Wars, this course will consider 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 and 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, and it was a time of economic expansion and cultural tension. In our consideration of this period, we will take a multidisciplinary approach when tackling a variety of materials — ranging from literary fiction (Philip Roth's The Human Stain, Jonathan Franzen's The Corrections) and popular films (Spike Lee's Do the Right Thing, the Cohen brothers' The Big Lebowski) to personal memoir and the music of Nirvana and Public Enemy — in an attempt to come to a better understanding of our recent history. Throughout the semester, we will pursue the vexed cultural, political, and historical questions that Americans faced during the years between the fall of the Berlin Wall and the terrorist attacks of September 11, 2001, and we will consider how literary texts imagined this period of American history.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM Art: HUM BU: HUM EN: H

L14 E Lit 314 Topics in English and American Literature
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM IS EN: H

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 IQ: HUM, SD Arch: HUM Art: HUM BU: HUM EN: H

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. BU: HUM

L14 E Lit 316 Topics in American Literature
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

L14 E Lit 316W Topics in American Literature: Girls' Fiction
Topic varies. Writing-intensive.
Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H

L14 E Lit 317 Topics in American Literature
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

L14 E Lit 317W Topics in English and American Literature
Selected topics vary from semester to semester. Writing-intensive.
Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H

L14 E Lit 318 Topics in American Literature
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H, H
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 IQ: HUM Art: HUM BU: HUM

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, 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 IQ: HUM Art: HUM EN: H

L14 E Lit 319A Topics in English & American Literature
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L14 E Lit 319B Topics in 19th-Century American Literature
Credit 3 units. A&S IQ: HUM BU: HUM

L14 E Lit 319C Topics in 1865 to Mid-20th Century American Literature
Credit 3 units. A&S IQ: HUM BU: HUM

L14 E Lit 320 American Literature to 1865
Credit 3 units. A&S IQ: HUM BU: HUM

L14 E Lit 321 Topics in 19th-Century American Writing
Credit 3 units. A&S IQ: HUM BU: HUM

L14 E Lit 322 American Literature 1865 to Mid-20th Century
Credit 3 units. A&S IQ: HUM BU: HUM

L14 E Lit 323 Selected American Writers
Credit 3 units. A&S IQ: HUM BU: HUM

L14 E Lit 324 Selected American Writers
Credit 3 units. A&S IQ: HUM BU: HUM

L14 E Lit 325 Selected American Writers
Credit 3 units. A&S IQ: HUM BU: HUM

L14 E Lit 326 Selected American Writers
Credit 3 units. Art: HUM

L14 E Lit 327 Selected American Writers
Credit 3 units. Art: HUM

L14 E Lit 328 Selected English and American Writers
Credit 3 units. A&S IQ: HUM BU: HUM

L14 E Lit 329 Selected English and American Writers
Credit 3 units. Art: HUM

L14 E Lit 330 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. Same as L93 IPH 3311
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
L14 E Lit 331C Tragedy
Credit 3 units. Art: HUM BU: HUM

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&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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. 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. 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&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. Art: HUM

L14 E Lit 339 Topics in 19th-Century American Writing
Credit 3 units. A&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&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&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&S IQ: HUM, WI BU: BA, HUM EN: H

L14 E Lit 342W The Romance: Medieval to Modern
Credit 3 units.

L14 E Lit 343 Two Cultures: Literature and Science
The relation between biology and literature as it has been expressed in poetry, fiction and nonfiction of the past two centuries.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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. BU: HUM

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
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 Christmas time 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, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 352B Topics in Literature

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 IQ: HUM BU: IS EN: H

L14 E Lit 352D 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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H UColl: HUM

L14 E Lit 353A Selected English and American Writers

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 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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 353B Topics in English Literature

Topics course which varies by semester.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

L14 E Lit 353C Topics in English Literature

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L14 E Lit 353D Topics in English Literature

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L14 E Lit 353E Topics in English Literature

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L14 E Lit 353F Topics in English Literature

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L14 E Lit 353G Topics in English Literature

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L14 E Lit 353H Topics in English Literature

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L14 E Lit 353I Topics in English Literature

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L14 E Lit 353J Topics in English Literature

Credit 3 units. A&S IQ: HUM BU: IS EN: H
L14 E Lit 3571 20th-Century Poetry
Credit 3 units. A&S IQ: HUM: HUM BU: HUM EN: H

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. Art: HUM BU: HUM

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 IQ: LCD, SSC Art: HUM BU: HUM EN: S

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. BU: BA, HUM

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 day concerns. Their works are read against 19th-century slave narratives and 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. A&S IQ: SC, SD Art: HUM BU: BA

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.

L14 E Lit 362 The 18th Century: A Study of Major Texts
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L14 E Lit 363C Theatre Culture Studies III
The third in the department's three-course history sequence, TCS III surveys the dramatic literature and cultural history of the modern theater. Beginning with Romanticism's self-conscious break with the past, we'll study the rise of bourgeois melodrama with its intensely emotional rendering of character and spectacular effects. We'll consider how those effects were made possible by advances in industrial stage technology which reproduced the everyday world with unprecedented verisimilitude, and how playwrights responded to those technologies by calling for the theatre to become either a "total work of art" — plunging its spectators into a mythical realm — or a petri dish — analyzing the struggles of the modern individual within their modern milieu. Exploring a range of aesthetic modes — including Realism, Naturalism, Symbolism, Expressionism, the Epic Theatre, and the Theatre of the Absurd — we will read classic plays by modern playwrights to consider how the modern theatre helped its audiences understand as well as adapt to the rapidly changing conditions of the modern world.
Same as L15 Drama 365C
Credit 3 units. A&S IQ: HUM, WI Art: HUM BU: ETH, HUM EN: H

L14 E Lit 365 The Bible as Literature
Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

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 IQ: HUM, LCD Art: HUM BU: ETH

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 IQ: HUM BU: ETH
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 IQ: HUM EN: H

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.

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.

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. Art: HUM BU: HUM EN: H

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 love stories; attempts to move from these to theoretical and over into historical texts, alienating where necessary and translating where possible.
Credit 3 units. Art: HUM BU: HUM

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 IQ: HUM Art: HUM BU: HUM EN: H UColl: EN

L14 E Lit 3725 Topics in Renaissance Literature
Topics course in Renaissance Literature.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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. BU: HUM

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 IQ: HUM, WI BU: HUM EN: H

L14 E Lit 375 The Romantic Period
Credit 3 units. Art: HUM

L14 E Lit 3752 Modern British Novel
Credit variable, maximum 6 units.

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 IQ: HUM, WI Arch: HUM Art: HUM EN: H
L14 E Lit 375C Pastoral Literature
This course examines the idea of connectivity in the arts. Via novels, paintings, photography, and film, we will explore questions of interpretation related to the themes of love and betrayal; bequests and legacy; and innocence and responsibility. A series of paintings by Vermeer and other Dutch masters depicting elegant women (and their dogs) in the company of their suitors will engage us in elaborate courtship rituals played out using letters, music, and wine. We will also consider how, during the reigns of Francis I and Louis XIV, the French monarchy integrated Dutch art into its collections in order to assert the king’s influence and authority. Students will discuss portraits that emerge from complex tableaux in Laclos's masterful novel of seduction, "Les Liaisons Dangereuses"; in 19th-century paintings; and in contemporary photographs. The class will read Döderer's "All the Light We Cannot See" and de Waal's "Hare With the Amber Eyes," which are stories that link history with art, the past with the present, and gifts with thefts and bereavements. We will study Daoud's "Meursault Investigation" in relation to the work that inspired it: Camus's "L'Etranger." Adaptation will likewise inform our readings of Austen's "Sense and Sensibility," Barnes’s "Sense of an Ending," and the pair of films based on these novels. The class will assess aspects of the original story that are lost on screen as well as the added resonances that the novels acquire in the film versions.

Credit 3 units.

Same as L14 E Lit 375
Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM BU: IS EN: H

L14 E Lit 376 The Victorian Period
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.

Same as L16 Comp Lit 376
Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM BU: IS EN: H

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.

Credit 3 units. Art: HUM

L14 E Lit 381 Banned Books
Why would anyone want to ban 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, Dufay, Hawthorne, Flaubert, Twain, Chopin, Brecht, Salinger, Aldous Huxley, Ray Bradbury. Brief daily writing assignments.

Credit 3 units. A&S IQ: HUM Art: HUM BU: ETH

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. Arch: HUM Art: HUM BU: HUM

L14 E Lit 3838 Topics in African-American Poetry
In this course we will examine the nature of dramatic comedy and its role in society. We will read, discuss and write about comedies from ancient Greece and Rome and from various modern nations, paying particular attention to the following questions: Do comic plays reinforce or challenge the preconceptions of their audiences? How have comic playwrights responded to issues such as class, gender, religion, and politics? Why does comedy have such power both to unite and to divide people? This course has an extensive writing component, so much of our time will be spent writing about the comedies we will read, revising what we have written, and discussing how best to write about comedy.

Same as L08 Classics 385W
Credit 3 units. A&S IQ: HUM, LCD, WI Bu: HUM EN: H

L14 E Lit 3838W Comedy, Ancient and Modern
In this course we will examine the nature of dramatic comedy and its role in society. We will read, discuss and write about comedies from ancient Greece and Rome and from various modern nations, paying particular attention to the following questions: Do comic plays reinforce or challenge the preconceptions of their audiences? How have comic playwrights responded to issues such as class, gender, religion, and politics? Why does comedy have such power both to unite and to divide people? This course has an extensive writing component, so much of our time will be spent writing about the comedies we will read, revising what we have written, and discussing how best to write about comedy.

Same as L08 Classics 385W
Credit 3 units. A&S IQ: HUM, LCD, WI Bu: HUM EN: H

L14 E Lit 386A Rebels, Sheroes and Race Men

Same as L90 AFAS 386A
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 387 African-American Literature: Early Writers to the Harlem Renaissance
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 IQ: HUM, SD Bu: HUM

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 3851
Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: HUM EN: H

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 today. 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. Arch: HUM Art: HUM EN: H

L14 E Lit 391 Literature and Medicine
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

L14 E Lit 391W Literature and Medicine
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 392W The Rise of the American Short Story
Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H

L14 E Lit 393 Literary Theory: Subject and Subjection
Same as L16 Comp Lit 393
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L14 E Lit 395 Shakespeare
Credit 3 units.

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 IQ: HUM Art: HUM EN: H

L14 E Lit 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.
Same as L98 AMCS 3975
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

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.

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 3 units. BU: HUM
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.

L14 E Lit 400 Independent Study
Credit 3 units.

L14 E Lit 403 Blacks in Fiction
Credit 3 units. Art: HUM

L14 E Lit 402 Introduction to Graduate Studies: 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 IQ: HUM Art: HUM EN: H

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. Art: HUM

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. Art: HUM

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. Art: HUM

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. Art: HUM

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. Art: HUM

L14 E Lit 410 Medieval English Literature I
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L14 E Lit 4101 Medieval English Literature II
Topics course in Medieval English literature.
Credit 3 units. A&S IQ: HUM EN: H

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. Art: HUM

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
deforation 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 IQ: HUM, LCD EN: H

L14 E Lit 412 16th-Century English Literature
Credit 3 units. A&S IQ: HUM EN: H

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 IQ: HUM Art: HUM

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 IQ: HUM Art: HUM

L14 E Lit 415A Readings in 19th-Century English Literature
Credit 3 units. Art: HUM

L14 E Lit 416 English Literature of the Romantic Period
Credit 3 units. Art: HUM

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 remains 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 IQ: HUM EN: H

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 IQ: HUM Art: HUM EN: H

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 IQ: HUM Art: HUM EN: H

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 IQ: HUM, WI Arch: HUM Art: HUM EN: H

L14 E Lit 423 Topics in American Literature
Credit 3 units. A&S IQ: HUM, SD Art: HUM EN: H

L14 E Lit 4231 Topics in American Literature I
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L14 E Lit 4232 Slavery and the American Imagination
Credit 3 units. A&S IQ: HUM Art: HUM

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 vernal 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 IQ: HUM Art: HUM

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, W. G. 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. Art: HUM

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. Art: HUM

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. Art: HUM

L14 E Lit 4244 Topics in African-American Literature
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

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 vernal 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 DosPassos, 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 IQ: HUM; SD Art: HUM

L14 E Lit 425C 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. Please consult semester course listings for current offerings.

Same as L93 IPH 425
Credit 3 units. A&S IQ: HUM; Arch: HUM; Art: HUM; EN: H

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. 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.

Credit 3 units. A&S IQ: HUM; Art: HUM; EN: H

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.

Credit 3 units. A&S IQ: HUM; Arch: HUM; Art: HUM; BU: HUM; EN: H

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. Art: HUM

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. Art: HUM

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.

L14 E Lit 429 American Fiction Since 1945
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. Art: HUM

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. Art: HUM

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. Art: HUM

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 IQ: HUM; Arch: HUM; Art: HUM; BU: HUM; EN: H
L14 E Lit 4323 Reading in the Renaissance: Literature and Media in Early Modern England
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. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 434 Topics in English and American Drama
Varies from semester to semester.
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

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. Art: HUM

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. EN: H

L14 E Lit 437 Literary Theory: The Subject and Subjection
Credit 3 units.

L14 E Lit 438 African-American Comedy
Credit 3 units. Art: HUM

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 IQ: HUM Art: HUM EN: H

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 IQ: HUM Art: HUM EN: H

L14 E Lit 439 Literary Theory
Literary Theory course.
Credit 3 units. A&S IQ: HUM EN: H

L14 E Lit 440 Modernism
Credit 3 units. A&S IQ: HUM EN: H

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.

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.

L14 E Lit 445 Readings in American Literature
Credit 3 units. A&S IQ: HUM EN: H

L14 E Lit 4454 Irish Women Writers
Credit 3 units.

L14 E Lit 446 Introduction to Contemporary Poetry
Introduction to contemporary poetry.
Credit 3 units. Art: HUM

L14 E Lit 4461 American Studies and Poetry: The 20th Century
Credit 3 units. Art: HUM

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 IQ: HUM Art: HUM EN: H

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 IQ: HUM Art: HUM EN: H

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.
L14 E Lit 4485 Topics in Irish Literature: Modern Irish Narrative and Questions of Identity
Topics course in Irish literature.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L14 E Lit 449 20th-Century Irish Poetry
Credit 3 units. Art: HUM

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.

L14 E Lit 449A Topics in Literature: Humanism
Same as L16 Comp Lit 449
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

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 IQ: HUM Art: HUM EN: H

L14 E Lit 4505 Interdisciplinary Topics in the Humanities
Same as L93 IPH 450
Credit 3 units. A&S IQ: HUM, LCD, WI: HUM EN: H

L14 E Lit 450A Interdisciplinary Topics in the Humanities
Same as L93 IPH 450A
Credit 3 units.

L14 E Lit 4531 American Drama
Topics in American Drama.
Same as L15 Drama 453
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L14 E Lit 456 The Modern English Novel
Prose fiction by such writers as Jane Austen, Dickens, Thackeray, George Eliot, the Brontës and Hardy.
Credit 3 units. A&S IQ: HUM, SD Art: HUM EN: H

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. Art: HUM

L14 E Lit 4581 Modern British Novel
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L14 E Lit 4582 The North American Novel, 1945 to the Present
Credit 3 units. Art: HUM

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.

L14 E Lit 4584 Contemporary Fiction
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L14 E Lit 4591 The Modern European Novel
Credit 3 units.

L14 E Lit 4591 The Modern European Novel
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 IQ: HUM Art: HUM EN: H

L14 E Lit 4601 The Shaping of Modern 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.
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L14 E Lit 461 Topics in English Literature I
Variable topics, such as Travel and Colonization in the Renaissance; Renaissance Skepticism and the Literature of Doubt.
Credit 3 units. A&S IQ: HUM, SD Art: HUM EN: H
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. Art: HUM

L14 E Lit 4653 Banned Books
Credit 3 units. Art: HUM

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 IQ: HUM; EN: H

L14 E Lit 466 Theory and Methods in the Humanities: What is Interdisciplinary?
Same as L93 IPH 405
Credit 3 units. A&S IQ: HUM; Arch: HUM; Art: HUM; EN: H

L14 E Lit 4693 Topics in European Literature and History
Credit 3 units. Art: HUM

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. Arch: HUM; EN: H

L14 E Lit 472 History of the English Language
Concepts and methods of linguistic 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 IQ: HUM; Art: HUM; EN: H

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 cannot take this class.
Same as L77 WGSS 475
Credit 3 units. A&S IQ: HUM; SC; SD Arch: HUM; Art: HUM; EN: H

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. Permission of instructor required.
Same as L77 WGSS 419
Credit 3 units. A&S IQ: HUM; SC; SD Arch: HUM; Art: HUM; EN: H

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. Art: HUM

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 IQ: HUM; Art: HUM

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 IQ: HUM; Art: HUM

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. Art: HUM
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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L14 E Lit 484 Selected American Writers II
Credit 3 units. Art: HUM

L14 E Lit 493 Spenser
Readings in the Faerie Queene and Shepheardes Calender, with attention to Spenser's deliberate fashioning of a literary career.
Credit 3 units. Art: HUM

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.

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 IQ: HUM Art: HUM EN: H

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 IQ: HUM Art: HUM EN: H

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 IQ: HUM Art: HUM

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 captures 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 IQ: HUM EN: H

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 IQ: HUM EN: H

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 IQ: HUM EN: H

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 IQ: HUM EN: H

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 IQ: HUM, WI EN: H

Environmental Studies
Students interested in studying the environment can choose from 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. 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 by the study of the environment. Please visit the Environmental Studies website (http://enst.wustl.edu) for more information.

Environmental Studies offers two minors. The environmental studies minor (https://enst.wustl.edu/academic-requirements/#anchor-group-9799) includes core course work in biology, earth science and political science. Students may choose upper-level elective courses in a variety of natural and social science disciplines.

The interdisciplinary environmental analysis minor (https://enst.wustl.edu/academic-requirements/#anchor-group-9814) prepares students to tackle real-world environmental challenges by providing more robust opportunities for interdisciplinary knowledge and skill development. In particular, the minor is structured to provide students with opportunities to strengthen their critical analysis and problem-solving skills through...
participation in team-based learning experiences and, where possible, by engaging on real-world issues.

For more information about the related majors, please visit the following *Bulletin* pages:

- Environmental Biology (p. 275)
- Environmental Earth Sciences (p. 362)
- Environmental Policy (p. 765)

**Phone:** 314-935-7047  
**Email:** bowinston@wustl.edu  
**Website:** http://enst.wustl.edu

### Faculty

#### Director

**David Fike** (https://eps.wustl.edu/people/david-like)  
Professor, Department of Earth & Planetary Sciences  
Associate Director, International Center for Energy, Environment and Sustainability (InCEES)  
Director, Environmental Studies Program  
PhD, Massachusetts Institute of Technology  
(Earth and Planetary Sciences)

#### Associate Director

**Eleanor Pardini** (http://wubio.wustl.edu/people/eleanor-pardini)  
Senior 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)  
Contact for Environmental Policy  
PhD, Stanford University  
(Political Science)

#### Additional Faculty

**Solny Adalsteinsson** (https://tyson.wustl.edu/solny-adalsteinsson)  
Staff Scientist, Tyson Research Center  
(Environmental Studies)

**Sharon Deem** (https://www.researchgate.net/profile/Sharon_Deem)  
DVM, PhD, DACZM  
(Environmental Studies; Saint Louis Zoo)

**Karen DeMatteo** (https://enst.wustl.edu/people/karen-dematteo)  
Lecturer  
PhD, Saint Louis University  
(Environmental Studies; GIS)

**Elizabeth Hubertz** (http://law.wustl.edu/faculty_profiles/profiles.aspx?id=6728)  
Lecturer in Law  
Assistant Director, Interdisciplinary Environmental Clinic  
JD, University of Virginia  
(Law; Interdisciplinary Environmental Clinic)

**Scott Krummenacher** (http://polisci.wustl.edu/faculty/scott-krumenacher)  
Lecturer  
PhD, Saint Louis University  
(Political Science)

**Doug Ladd** (https://www.samfoxschool.wustl.edu/portfolios/doug_ladd)  
Lecturer  
MS, Southern Illinois University

**Suzanne Loui** (https://enst.wustl.edu/people/suzanne-loui)  
Lecturer  
PhD, Saint Louis University  
(Biology; Environmental Studies)

**Beth Martin** (https://enst.wustl.edu/faculty-staff/beth-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)

**David Webb** (https://www.slu.edu/business/centers/emerson-leadership-institute)  
Lecturer  
MBA, MS, Saint Louis University

**Bill Winston**  
Lecturer  
MS, Washington University  
(Environmental Studies; University College)

### Majors

Students interested in studying the environment can choose from 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 about these majors:

- Environmental Biology (p. 275)
- Environmental Earth Sciences (p. 362)
- Environmental Policy (p. 765)
Minors
The Minor in Environmental Studies

Required Units: 19

Required Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EPSc 201</td>
<td>Earth and the Environment</td>
<td>4</td>
</tr>
<tr>
<td>Biol 2950</td>
<td>Introduction to Environmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>Pol Sci 2010</td>
<td>Introduction to Environmental Policy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Units</td>
<td>10</td>
</tr>
</tbody>
</table>

Elective Courses: 9 units; one course from each of the three categories below:

One advanced science course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 372</td>
<td>Behavioral Ecology</td>
<td>4</td>
</tr>
<tr>
<td>Biol 381</td>
<td>Introduction to Ecology</td>
<td>3</td>
</tr>
<tr>
<td>EnSt 375</td>
<td>Urban Ecology</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 323</td>
<td>Biogeochemistry</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 401</td>
<td>Earth Systems Science</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 413</td>
<td>Introduction to Soil Science</td>
<td>3</td>
</tr>
<tr>
<td>EnSt 364</td>
<td>Field Methods for Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>EnSt 365</td>
<td>Applied Conservation Biology</td>
<td>3</td>
</tr>
</tbody>
</table>

One advanced political science or law course:

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pol Sci 3240</td>
<td>The Political Economy of Public Goods</td>
<td>3</td>
</tr>
<tr>
<td>Pol Sci 331</td>
<td>Topics in Politics: Theories of Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>Pol Sci 332B</td>
<td>Environmental and Energy Issues</td>
<td>3</td>
</tr>
<tr>
<td>Pol Sci 340</td>
<td>Topics: Environmental Justice</td>
<td>3</td>
</tr>
<tr>
<td>Pol Sci 3752</td>
<td>Topics in American Politics: Globalization, Urbanization and Environment</td>
<td>3</td>
</tr>
<tr>
<td>Pol Sci 4043</td>
<td>Public Policy Analysis, Assessment and Practical Wisdom</td>
<td>3</td>
</tr>
<tr>
<td>L82 EnSt 539</td>
<td>Interdisciplinary Environmental Clinic</td>
<td>var.; max 6</td>
</tr>
<tr>
<td>EnSt 461</td>
<td>Intro to Environmental Law</td>
<td>3</td>
</tr>
</tbody>
</table>

One advanced anthropology or ethics course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Anthro 3053</td>
<td>Nomadic Strategies and Extreme Ecologies</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Course Options: Courses that are offered less frequently or that have more prerequisites but that are preapproved substitutions for these requirement categories include the following:

Advanced science:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSc 408</td>
<td>Earth’s Atmosphere and Global Climate</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 429</td>
<td>Environmental Hydrogeology</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 444</td>
<td>Environmental Geochemistry</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 484</td>
<td>Paleoenvironmental Reconstruction</td>
<td>3</td>
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</table>

Advanced political science or law:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Econ 451</td>
<td>Environmental Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

Advanced anthropology or ethics:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthro 3612</td>
<td>Population and Society</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 4215</td>
<td>Anthropology of Food</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 379</td>
<td>Archaeology and Climate Change</td>
<td>3</td>
</tr>
</tbody>
</table>

The Minor in Interdisciplinary Environmental Analysis

Required Units: 18

Required Courses:

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>EnSt 350W</td>
<td>Environmental Issues: Writing</td>
<td>3</td>
</tr>
<tr>
<td>EnSt 357</td>
<td>Environmental Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>EnSt 380</td>
<td>Applications in GIS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Units</td>
<td>9</td>
</tr>
</tbody>
</table>

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.; max 6
L82 EnSt 539 | Interdisciplinary Environmental Clinic | var.; max 6

**One advanced elective in natural science:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EnSt 365</td>
<td>Applied Conservation Biology</td>
<td>3</td>
</tr>
<tr>
<td>EnSt 481</td>
<td>Advanced GIS</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 454</td>
<td>Exploration and Environmental Geophysics</td>
<td>4</td>
</tr>
<tr>
<td>EnSt 364</td>
<td>Field Methods for Environmental Science</td>
<td>3</td>
</tr>
</tbody>
</table>

**One advanced elective in social science and humanities:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Econ 451</td>
<td>Environmental Policy</td>
<td>3</td>
</tr>
<tr>
<td>EnSt 310</td>
<td>Ecological Economics</td>
<td>3</td>
</tr>
<tr>
<td>EnSt 315</td>
<td>Fallout: Analyzing Texts and Narratives of the Nuclear Era</td>
<td>3</td>
</tr>
<tr>
<td>EnSt 461</td>
<td>Intro to Environmental Law</td>
<td>3</td>
</tr>
<tr>
<td>History 3068</td>
<td>An Inconvenient Truth: The Human History of Climate Change</td>
<td>3</td>
</tr>
<tr>
<td>Pol Sci 4043</td>
<td>Public Policy Analysis, Assessment and Practical Wisdom</td>
<td>3</td>
</tr>
</tbody>
</table>

### 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).

**L82 EnSt 105 Sustainability in Business**

In today’s complex business environment, organizations are constantly challenged to develop and execute innovative policies and processes that ensure profitable growth. Some leaders believe that the sole purpose of business is to maximize shareholder wealth and that profitability (or fiscal sustainability) is not compatible with environmental responsibility. In reality, ecological and economic performance need not—should not be mutually exclusive. Fortunately, the outmoded mindset of “profit-at-any-cost” is beginning to shift as organizations recognize the importance of adopting balanced business practices that promote economic prosperity, social equity, and environmental quality. Organizations that embed sustainability into their corporate strategies increase operational efficiency by using resources more responsibly and minimizing waste. In an increasingly crowded and competitive marketplace, sustainability has become a source of competitive advantage through which an organization can have a positive impact not only on the “bottom line” but also on the environment and society. In this course, we explore key concepts, debates, and issues driving sustainability in business. We will also look at various sustainability tools, principles, and frameworks that business can use to better understand the natural systems from which sustainability is derived and upon which all organisms and organizations rely to sustain their own existence. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

**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 IQ: NMSC, AN Art: NMSC BU: SC

**L82 EnSt 110 Environmental Issues**

This course examines the science behind current environmental issues, with emphasis on ecology and conservation. Students will 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 will include: human population growth, ecosystem structure and diversity, types and origin of pollution, global climate change, energy resources and use, challenges to feeding the world, and the interaction between the environment and human health. Credit 3 units. A&S IQ: NMSC Arch: NMSC Art: NMSC BU: SCI

**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
L82 EnSt 121 Ampersand: Pathfinder — A Sense of Place: Discovering Missouri's Natural Heritage
Discovering Missouri's Natural Heritage is the first course in the Pathfinder program, and it will introduce students to their new home for the next four years. This interdisciplinary course will cover Missouri geology, climate, archaeology, and native megafauna. We will explore many of the habitats found in Missouri (e.g., prairie, forest, glade, stream) as well as the biology of the state's diverse plant and animal wildlife (e.g., arthropods, mollusks, fish, salamanders, lizards, birds, mammals). This will provide a foundation that will inform each student's study of ecology, policy, and management in other courses. In addition to weekly lectures and discussions, students in this class will visit sites across the state during three weekend camping trips and two one-day trips. Attendance on field trips is an essential component of the course. Course enrollment is open only to students admitted into the Pathfinder Fellowship program.
Same as L61 FYP 121
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L82 EnSt 122 Ampersand: Pathfinder — A Sense of Place: Discovering the Environment of St. Louis
As the second course in the Pathfinder program, this course turns students' attention to the environment of the greater St. Louis area as they explore in and around St. Louis. Students will learn about their St. Louis backyard and their "home" for the next four years. Through field trips, readings, and discussion, they will see firsthand the challenges that face the St. Louis 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. They will also learn why it is important to know a community at the local level when trying to affect change on any level, be it state, national, or international. In addition to weekly readings and discussions, this class includes several field trips.
Same as L61 FYP 122
Credit 3 units. A&S: AMP BU: SCI

L82 EnSt 181 Ampersand: Pathfinder — Environmental Seminar
A survey of pressing environmental issues, both local and global, as well as an introduction to the breadth of environmental work occurring on campus. Credit/no credit only.
Same as L61 FYP 181P
Credit 1 unit. A&S: AMP

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 IQ: NSM Arch: NSM Art: NSM BU: SCI

L82 EnSt 210 Undergraduate Teaching Assistant
Credit 3 units.

L82 EnSt 215 Introduction to Environmental Humanities
In this environmental humanities seminar, we will consider texts illustrating how American citizens evolved in their perception, use, and expectations of the natural world during the 19th and early 20th centuries, especially with regard to (but not limited to) the practice of agriculture. How did the mandatory short-term goals of health and economic security sought so eagerly by citizens and supported by evolving technologies foreshadow the unintended consequences of long-term environmental damage that would contribute to climate change, and how can we understand this using a critical and hopeful lens? Considering contemporary writings on our perception of "environmentalism" will help us nuance our analysis. Topics will include agrarian democracy; settlement of the Great Plains by immigrant farmers; the Dust Bowl; and fragmentation of the Sioux ecosystem. This cultural research will frame our visits to the Tyson Research Center, Washington University's field laboratory in west St. Louis County. The Tyson Research Center's mission is to provide a living landscape for environmental research and education as a component of Washington University's International Center for Energy, Environment and Sustainability (InCEES). As a class, we will meet with faculty researchers from both science and the humanities and hear about their work on ecosystem sustainability (i.e., thinking long-term for human and environmental health). We will use texts such as government reports, history, literature, environmental policy, and autobiography. This course is for first-year and sophomore students only.
Credit 3 units. A&S: FYS A&S IQ: HUM BU: HUM EN: H

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 IQ: NSM Arch: NSM Art: NSM BU: SCI

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 222
Credit 3 units. A&S IQ: HUM, LCD BU: SCI

L82 EnSt 250 One Health: Linking the Health of Humans, Animals, and the Environment
This course will provide an introduction to One Health. One Health is a collaborative effort of multiple disciplines working locally, nationally, and globally to attain optimal health for people, animals, and the environment. The student will learn about the challenges threatening environmental, animal, and human health. More importantly, they will learn about the
transdisciplinary and holistic One Health approach that is necessary if we are to develop the solutions to these challenges. After learning about the loss of biodiversity, climate change, and environmental pollutants, students will participate in project-based learning modules to understand the how and why of these challenges as well as the mechanisms to study the current threats to conservation and public health. Class lessons will consist of lectures, clicker-based discussions, and case-study discussions. Assignments will include regular readings, quizzes, three exams, the creation of an infographic to convey a concept to a lay audience, and one short final reflection essay. This course will be limited to first- and second-year students.

Credit 3 units. A&S IQ: SSC  Arch: SSC  Art: SSC  BU: BA EN: S

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 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 306B An Inconvenient Truth: 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 306B
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM IS EN: H

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 IQ: LCD, SSC Arch: SSC Art: SSC BU: HUM, IS

L82 EnSt 310 Ecological Economics
Our planet is finite but our economic theories and practices assume that our economy can grow forever. The paradoxical pursuit of infinite growth on a finite planet has real-world consequences: from climate change to increasing income inequality to stagnant and declining quality of life for most of us to the ongoing mass extinction of species that are not economically useful to us, but whose loss simplifies ecosystems to the point of collapse. If these trends continue we will face some very difficult times ecologically and socio-politically. One alternative to infinite-planet economic theory is Ecological Economics, which can be described as economics as if the laws of thermodynamics are true and apply to us. Alone among disciplines with any aspiration to analytic rigor, the field of economics has remained unaffected by the thermodynamic revolution that transformed such fields as biology, chemistry, physics, even history in the late 19th and early 20th centuries. This failure to take physical law into account is one great source of our society's environmental (and social and political) problems. Ecological economics thus represents the continuation of the thermodynamic revolution begun in the 1880s. This course is designed to give you an appropriate grounding in the fundamental assumptions, the conceptual novelties, and the distinctive tools of analysis that comprise this emergent school of economic theory, while placing this theorizing in historical (and ecological) context. We'll pay particular attention to how the precepts and practice of Ecological Economics illuminate the largest challenge facing humans today, the necessity of developing an ecologically sustainable society, one that is sized to the limits of our finite planet.

Credit 3 units. 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 environmental humanities course we will compare and integrate diverse texts and narratives through which Americans have developed a complex relationship to nuclear technology. Nuclear technology has long been developed, used and debated. Capable of both healing and harm, it challenges our notions of risk verses benefit at every level. It is also poised to potentially play a significant environmental role in climate mitigation by delivering large amounts of nearly carbon-free energy. Using texts such as literary nonfiction, history, environmental anthropology, natural history and public health, we will explore aspects of the Manhattan Project, the Chernobyl Nuclear Reactor accident, the presence of fear in the public perception of nuclear technology, and debates regarding the current and future use of nuclear energy. Two or three Saturday field site visits will be required, one to Weldon Springs Interpretive Center.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L82 EnSt 323 Biogeochemistry
This course covers basic concepts of how elements cycle among the Earth's crust, the oceans, and the atmosphere, including perturbations due to human activities. Carbon, nitrogen, phosphorus, sulfur, and water cycles. Isotopic tracers. Feedbacks, forcings, and residence times. Redox cycling and thermodynamics. Biogeochemical box models and changes in biogeochemical cycles over Earth's history. Biogeochemistry of greenhouse gases; biogeochemical feedbacks in the climate system. This course is appropriate for EPS students, engineering students, environmental science majors, and other students with interest in the environmental or geological sciences.
L82 EnSt 341 International Energy Politics
What determines the global price of oil? What is the relationship between oil, democracy, poverty, and war? Can renewable energy ever fully replace fossil fuels? In this course, we will analyze long-term trends in the international energy markets while focusing on the political, economic, and security considerations that influence them. We first review the effects of fossil fuels (oil, natural gas, coal) on peace and conflict in the international system and on the stability and well-being of regimes that are rich with such resources. We discuss the major role that energy plays in regional and interstate politics by examining the energy policy of various actors in the international system, including the United States, the European Union, Saudi Arabia, China, Russia, Nigeria, Venezuela, and Iran. The course will also deal with various issues in global environmental politics as well as global trends in the use of renewable and nuclear energy. Grades are based on a short research paper, a class presentation, and a mid-term exam.
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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 and 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 IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

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

L82 EnSt 364 Field Methods for Environmental Science
This course provides a broad survey of practical and applied methods for environmental field work for site assessments, ecological studies, conservation land management, habitat monitoring, and ecological restoration. A primary focus will be sources and techniques for obtaining and interpreting field data across a range of abiotic, organismal and system/community parameters, with emphasis on hands-on field experience providing students with direct knowledge highlighting the advantages and limitations of various methods. In the process, students will learn about multiple taxonomic and organisational groups and natural community types, and the relationships among these and the physical environment in functional natural systems. Course topics include theory and practice of methods for sampling biotic and abiotic resources, including vegetation, fauna, aquatic systems, stream geomorphology, and soils, as well as using these data for assessments, habitat monitoring, land management decisions, and developing ecological restorations. Students will gain familiarity with responding to issues driving applied environmental science and related fields today, including data quality, sampling design, field techniques, viability and threat analyses, and incorporating field data into multi-scale conservation planning and design work. The course consists of instructor presentations, guest lectures, readings and written response papers, student projects and presentations, classroom discussions, and extensive field exercises and hands-on training. Class logistics: one lecture (1.5 hours) and one lab (5 hours) per week, plus 2-3 all day Saturday field trips (see policy on absences for back-up plan regarding field trips).
Credit 3 units. A&S IQ: NSM BU: SCI

L82 EnSt 365 Applied Conservation Biology
A hands-on introduction to the concepts of conservation biology and applied conservation practice, including designing and implementing conservation projects. Readings, lectures, classroom exercises, and field projects will immerse students in all aspects of conservation in the contemporary landscape, and the tools and techniques needed for successful and sustainable conservation outcomes will be introduced. Three Saturday field trips are required.
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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 landscapes 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 IQ: LCD, SSC Art: SSC BU: BA EN: S UColl: CD

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 IQ: NSM Arch: NSM Art: NSM BU: SCI

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 IQ: NSM Arch: NSM Art: NSM

L82 EnSt 381 Introduction to Ecology
This course explores the science of ecology, including factors that control the distribution and population dynamics of organisms and the structure and function of biological communities. It regularly touches on applications of these principles, such as ecological responses to global climate change, consequences of habitat fragmentation, and disease ecology/conservation medicine. Principles of experimental design, quantitative data analysis and interpretation, and mathematical models are critical to the field of ecology and are emphasized throughout the course. The class meetings have an active learning format that includes lectures, regular student interaction during small-group activities, discussions, and computer simulation labs. Assignments include regular homework reading, occasional problem sets, and computer pre- and post-lab activities. Prerequisite: Biol 2970, Biol 2950, or permission of instructor. Same as L82 EnSt 381.
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L82 EnSt 390 Independent Study
Independent study for undergraduates, supervised by a faculty member. Prerequisite: permission of instructor.
Credit variable, maximum 6 units.

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.

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.

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://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course.
Same as I50 INTER D 405
Credit 3 units. A&S IQ: SSC Arch: SSC Art: CPSC, SSC EN: S

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://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course.

Same as L19 EPSc 444
Credit 3 units. A&S IQ: A&S Art: NSM

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 IQ: NSM Art: NSM

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 3 units. A&S IQ: NSM Art: NSM

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 IQ: NSM BU: SCI

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 IQ: SSC BU: BA, ETH EN: S

L82 EnSt 4 GEP 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 IQ: NSM Art: NSM

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 IQ: NSM Art: NSM

L82 EnSt 419 Community Ecology
Community ecology is an interdisciplinary field that bridges concepts in biodiversity science, biogeography, evolution and conservation. This course provides an introduction to the study of pattern and process in ecological communities, with an emphasis on theoretical, statistical and experimental approaches. Topics include ecological and evolutionary processes that create and maintain patterns of biodiversity; biodiversity and ecosystem function; island biogeography, metacommunity dynamics, niche and neutral theory; species interactions (competition, predation, food webs); species coexistence; and environmental change. The class format includes lectures, discussions, and computer labs focused on the analysis, modeling, and presentation of ecological data using the statistical program R. Prerequisite: Bio 2970, Bio 381 (recommended), or permission of instructor.

Same as L41 Biol 419
Credit 3 units. A&S IQ: NSM Art: NSM

L82 EnSt 4193 Experimental Ecology Laboratory
The goal of this course is to provide skills in the design, interpretation, and written presentation of results of ecological experiments, with emphasis on hypothesis testing, sampling methodology, and data analysis. Students have opportunities to address a variety of ecological questions using field, greenhouse, or laboratory (microcosm) studies. The course is divided into a five-hour lab period (generally held at the Tyson Research Center) and a 1.5-hour lecture/discussion period held on campus. Occasional Saturday field trips to local sites (e.g., forests, wetlands, prairies, streams) for in-depth study may also be scheduled. This is a writing-intensive course, and grades are based on written assignments, including final projects, as well as in-class participation. This course fulfills the upper-level laboratory requirement for the Biology major. Prerequisites: permission of instructor and at least one of the following: Biol 3501, Biol 372, Biol 381, Biol 419, or Biol 472. Enrollment is limited to 15 students.

Same as L41 Biol 4193
Credit 4 units. A&S IQ: NSM, WI Art: NSM
L82 EnSt 452 International Climate Negotiation Seminar
This variable-credit course (all students will register for 3 credits) is designed to prepare students to attend and observe annual meetings associated with the United Nations Framework Convention on Climate Change (UNFCCC) as a delegate of Washington University. The course and meetings provide student delegates with a unique educational experience to observe the development of international climate policy through interdisciplinary negotiations and interactions inside the negotiating space. Students see the interaction between climate policy, science, and technology as they identify and analyze policy decisions across the international climate regime. The number of students who can attend meetings is limited by the United Nations. We will do our best to have course participants attend either the COP or Subsidiary Body meetings. Students attend one week. The COP 25 meeting will be held in Santiago, Chile, from December 2 to December 13, 2019. The Subsidiary Body meetings will be in Bonn, Germany, in June 2020. Enrollment is limited. Students should indicate their interest by placing themselves on the waitlist (registering for 3 credits) and completing an application. All students will be placed on the waitlist upon registration, and students will be selected to enroll from the waitlist after all the applications are reviewed. The application will be open March 1 and will be available on the course website (https://sites.wustl.edu/wustlcop). Application review will begin April 12. Interviews will take place between April 16 and April 25, and enrollment decisions will be made by April 26. Participation in the course is possible without traveling to the meetings. The course is currently scheduled for Tuesdays and Thursdays from 11:30 to 1:00. Contact the instructor with questions at martin@wustl.edu.
Credit variable, maximum 6 units. A&S IQ: SSC EN: S

L82 EnSt 461 Intro to Environmental Law
Survey of the most prominent federal laws designed to control pollution and protect human health and the environment. Examines laws applicable to environmental impact statements, biodiversity, air pollution, water pollution, and hazardous waste. Discusses the role of state law and cooperative federalism, as well as the roles of the courts, the legislature, and the administrative state in protecting the environment.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 Arch: NSM Art: NSM

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 IQ: NSM, WI Art: NSM

European Studies
The major in European studies is part of the International and Area Studies program.
This 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 the study of both traditional and new European cultural products (e.g., literature, film, visual art, electronic media) and also of European institutions and contexts. This concentration will educate students interested in understanding Europe for its own sake as well as those interested in understanding how the continent connects with other parts of the world. The program 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.

Contact: Toni Loomis
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Faculty
Co-Directors
Lynne Tatlock (https://german.wustl.edu/people/lynne-tatlock)
Hortense and Tobias Lewin Distinguished University Professor in the Humanities
PhD, Indiana University
(Germanic Languages and Literatures)

Seth Graebner (https://rll.wustl.edu/people/seth-graebner)
Associate Professor
PhD, Harvard University
(Romance Languages and Literatures; IAS)
Endowed Professors

John R. Bowen (https://anthropology.wustl.edu/people/john-bowen)
Dunbar-Van Cleve 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 Lützeler (https://german.wustl.edu/people/paul-michael-%C3%BCtzeler)
Rosa May Distinguished University Professor in the Humanities
PhD, Indiana University
(German and Comparative Literature)

James V. Wertsch (https://anthropology.wustl.edu/people/james-wertsch)
David R. Francis Distinguished Professor
PhD, University of Chicago
(Anthropology; IAS)

Professors

Matt Erlin (https://german.wustl.edu/people/matt-erlin)
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(Germanic Languages and Literatures)

Rebecca Messbarger (https://rll.wustl.edu/people/rebecca-messbarger)
PhD, University of Chicago
(Romance Languages and Literatures)

Michael Sherberg (https://rll.wustl.edu/people/michael-sherberg)
PhD, University of California, Los Angeles
(Romance Languages and Literatures)

Akiko Tsuchiya (https://rll.wustl.edu/people/akiko-tsuchiya)
PhD, Cornell University
(Romance Languages and Literatures; Women, Gender and Sexuality Studies)

Associate Professors

Corinna Treitel (https://history.wustl.edu/people/corinna-treitel)
PhD, Harvard University
(History)

Adjunct Faculty

Sabine Eckmann (https://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

Steven C. Hause
PhD, Washington University
(History)

Gerald Izenberg
PhD, Harvard University
(History)

Wilhelm Neuefeind (http://economics.wustl.edu/people/Wilhelm_Neuefeind)
PhD, Universitat Bonn
(Economics)

Majors

The Major in International and Area Studies — Concentration in European Studies

The International and Area Studies (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 (e.g., literature, film, visual art, electronic media) and also of European institutions and contexts. This concentration will educate students interested in understanding Europe for its own sake as well as those interested in understanding how the continent connects with other parts of the world. The program 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 [1750 forward])
- 3 units of non-European world area course work (any level)
- 27 units of advanced European studies 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:

- Students must receive a grade of C+ or higher in all IAS courses. All courses taken for IAS credit must be taken for a letter grade, including language courses.
- Students must fulfill the standard IAS foreign language requirement (https://ias.wustl.edu/ias-major-requirements/).
Students must complete one semester of language before declaring the major.

We strongly encourage students to study abroad (https://ias.wustl.edu/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).

Students must choose their upper-level course work from a minimum of three academic disciplines (e.g., anthropology, art history, economics, film, history, literature, music, philosophy, political science).

No more than 12 total credits earned outside of the day school of Washington University may be applied toward a student’s IAS major. This limit includes credits from study abroad (never more than 6 credits from a single semester, 3 credits from a summer, or 12 credits from a year), University College, summer school from other U.S. universities, or any combination thereof. (All 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.

All advanced credits counting for the IAS major must be unique to the IAS major.

At least 6 credits must be at the 400 level.

Note: A single course may satisfy more than one of the distribution requirements (i.e., disciplinary; race, gender, class; or world area). Some of these requirements may be completed while abroad (https://ias.wustl.edu/study-abroad).

Introductory course work (choose one from this list; 3 units):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 102C</td>
<td>Western Civilization</td>
<td>3</td>
</tr>
<tr>
<td>IAS 244</td>
<td>Introduction to European Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

Non-European area course work (3 units):

We consider world areas to be Africa, East Asia, Latin America, the Middle East and South Asia. Courses that may be used to satisfy this requirement may include advanced area-specific courses or the following lower-level courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAS 209B</td>
<td>African Studies: An Introduction</td>
<td>3</td>
</tr>
<tr>
<td>AFAS 2230</td>
<td>The African Diaspora: Black Internationalism Across Time and Space</td>
<td>3</td>
</tr>
<tr>
<td>AMCS 250</td>
<td>Topics in Asian-American Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

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 the full list of options.

* Students may submit a request to add a course by following the instructions for the Petition Process (https://ias.wustl.edu/ias-course-petition).

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 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 who receive approval from IAS language faculty, this may include literature, culture, oral communication and linguistics courses in the target language, once such students complete the basic language sequence. Students must complete one semester of language to be eligible to declare the major in IAS.

Students are encouraged to study more than one language at Washington University, but they must satisfy their IAS language requirement by demonstrating competence in at least one language through the fourth semester. Available modern languages include Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish and Swahili. Students should consult the course listings (https://acadinfo.wustl.edu/Courselistings/Courses.aspx?Mode=ILE) for details about the language sequences. (On the “A&S IQ” tab, click on “Courses,” and then toggle “Area Requirement” to “LS Language & Cultural Diversity-Language” and click “Search” to see a list of available language courses.)

Special note for Spanish speakers: The following Spanish courses are not part of the regular sequence that are counted toward the four semesters of foreign language: Intermediate Spanish Conversation and Culture (L38 223), Business Spanish (L38 351), Medical Spanish (L38 353), and Spanish for the Social Sciences (L38 355). Some students might find these courses valuable for other reasons. For questions about this, students should consult with their major adviser.

Advanced foreign language courses in literature and culture used to satisfy the foreign language requirement may be counted as advanced credit for IAS majors as long as they are cross-listed with or approved for study abroad credit for the student’s IAS concentration and provided the courses are not being counted toward any other degree.

Language courses taken to fulfill the IAS language requirement may count toward another major or minor unless they are being counted as advanced elective units for the IAS major requirement.

Students With Prior Language Experience

Native speakers of a foreign language: Students must satisfy the four-semester requirement in another language appropriate to their concentration.

Heritage speakers who do not have a native level of fluency: Students must seek appropriate placement by the coordinator of the language program and complete the four-semester requirement.

Transfer students who have taken language courses: Students may receive credit for the courses as part of the four-semester IAS foreign language requirement only if a placement exam is taken upon arrival at or return to Washington University and the foreign language department determines that the student may progress to the next highest level of language instruction.

Students who take a foreign language course at another institution (whether in the United States or abroad): Students may receive credit for the course as part of the four-semester IAS foreign language requirement only if (1) the credit is transferred back as Washington University credit; and (2) students take a placement exam upon their return to Washington University and the foreign language department determines that they may progress to the next highest level of language instruction.

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 toward the major. For those students 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 grade-point average of 3.65 or higher in order to qualify for Senior Honors. Students should enroll in IAS 485 Preparation for IAS Honors Thesis during the fall of senior year and in IAS 486 IAS Senior Honors Thesis during the spring of senior year (under the corresponding section number of the faculty member overseeing the student’s thesis).

Minors

There is no minor offered in European Studies.

Courses


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 IQ: HUM, LCD BU: IS EN: H

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 IQ: LCD, SSC Arch: SSC Art: SSC BU: IS: EN: S

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 IQ: HUM Art: HUM BU: HUM EN: H

L79 EuSt 313E Introduction to Comparative Arts
Same as L16 Comp Lit 313E
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

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 IQ: HUM Art: HUM EN: H

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 French New Wave. A concern through 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 IQ: HUM BU: IS: EN: H

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 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 IQ: HUM, LCD EN: H

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 IQ: HUM, LCD EN: H

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. 
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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 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 328
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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 IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: IS EN: H

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, Faasbinder, 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. BU: IS EN: H

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 IQ: HUM BU: IS EN: H

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 a discussion section. 
Same as L21 German 331
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

L79 EuSt 3332 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 IQ: HUM, LCD Art: HUM BU: IS

L79 EuSt 3331 The Holocaust: History and Memory of the Nazi Genocide
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 IQ: HUM, LCD, SC, SD Art: HUM BU: ETH, HUM, IS EN: H

L79 EuSt 3335 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 IQ: HUM, LCD, SC, SD Art: HUM BU: HUM, IS EN: H UColl: HEU, HSM

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, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

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. In this course, we will be exploring in depth the campaigns for and against Irish “emancipation”; the power of films to engage 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 IQ: LCD BU: IS EN: H

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 IQ: LCD BU: HUM IS EN: H

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, non-majors and majors. Admission to 400-level courses (except 402, 403D, 404, and 408D) is contingent on completion of this course or 341/341D. The main course is conducted in English, so this will only qualify for major or minor credit when taken in...
conjunction with one-hour discussion section in German (L21 340D).
Same as L21 German 340C
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

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

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 IQ: HUM, LCD, SC, SD BU: HUM, IS EN: H

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 IQ: HUM, LCD BU: HUM, IS EN: H

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 IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

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 IQ: HUM BU: IS EN: H

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 IQ: HUM, LCD BU: HUM EN: H

L79 EuSt 3500 The 19th-Century Russian Novel (Writing Intensive)
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 IQ: HUM, LCD, SD, WI Arch: HUM Art: HUM BU: HUM EN: H
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 Ngugi 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 IQ: HUM, LCD BU; HUM EN: H

L79 EuSt 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.

Same as L22 History 3554
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H Ucoll: HEU, HSP, HTR

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, contemporary 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 IQ: HUM, LCD, SD BU: HUM, IS EN: H

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 labels” 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 persecution 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 JIMES 3584
Credit 3 units. A&S IQ: HUM EN: H

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 IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

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 IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: BA EN: S

L79 EuSt 3640 Literature and Ethics
Same as L16 Comp Lit 364
Credit 3 units. A&S IQ: HUM Art: HUM BU: ETH EN: H

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 IQ: HUM, SD BU: HUM EN: H

L79 EuSt 372 Dostoevsky’s Novels
In this discussion-based course we focus on two of Dostoevsky’s major novels: Devils (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.
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 IQ: HUM, LCD, WI BU: IS EN: H

L79 EuSt 3750 Topics in Russian Literature and Culture: Madmen or Visionaries? (Writing Intensive)
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 Ninjinsky. 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 IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

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 IQ: LCD, LS BU: IS EN: H

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 IQ: HUM Art: AH BU: HUM

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 IQ: HUM Art: AH, HUM BU: HUM EN: H

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. Art: AH BU: HUM

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 IQ: HUM Art: AH 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 social 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

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 IQ: HUM Art: AH BU: HUM EN: H

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 IQ: HUM Art: AH BU: HUM EN: H

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, colonization and mass violence.
Same as L97 IAS 390
Credit 3 units.
A&S IQ: HUM BU: IS EN: H

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 IQ: HUM EN: H

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
L79 EuSt 408 Disease, Madness, and Death Italian Style
Italian literary history teems with representations of illness, insanity, and death. From the ghastly 1348 plague that frames Boccaccio’s “Decameron” to the midday madness of errant Renaissance knights and from 16th-century tales of poisoning and 19th-century Pirandellian madmen to the contemporary scourge of mafia killings, disease, madness, and death are dominant facts of reality, points of view, symbols, and cultural characteristics of Italian poetry and prose. This course undertakes a pathology of these tropes in Italian literary history and seeks to understand their meaning for the changing Italian cultural identity across time and the Italian peninsula. We will read primary literary texts and view excerpts from films alongside articles focused on the cultural history of medicine, religion, and criminal justice. Taught in English. No final. Same as L63 Ital 408
Credit 3 units. A&S IQ: HUM, LCD, LS; Arch: HUM Art: HUM BU: BA, IS; EN: H

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, Günderode, the Brothers Grimm, Kleist, E.T.A. Hoffmann, Eichendorff, and Bettina von Arnim. Discussion, readings, and papers in German. Prerequisites: German 302D and German 340C/34D or German 341/341D or German 342/342D.
Same as L21 German 4101
Credit 3 units. A&S IQ: HUM, LCD, LS, WI Art: HUM

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, liberalisms 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, Döblin, Hübner, Nietzsche, Ebner-Eschenbach, Schnitzler, and Rilke. Discussion, readings, and papers in German. Prerequisites: German 302D and German 340C/34D or German 341/341D or German 342/342D.
Same as L21 German 4102
Credit 3 units. A&S IQ: HUM, LCD, LS, WI Art: HUM EN: H

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, Katka, Brecht, Seghers, Boell, Bachmann, Grass, and Wolf. Discussion, readings, and papers in German. Prerequisites: German 302D and German 340C/34D or German 341/341D or German 342/342D.
Same as L21 German 4103
Credit 3 units. A&S IQ: HUM, LCD, LS, WI Art: HUM BU: HUM EN: H

L79 EuSt 4104 Studies in Genre
Exploration of the definition, style, 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. Prerequisites: German 302D and German 340C/34D or German 341/341D or German 342/342D.
Same as L21 German 4104
Credit 3 units. A&S IQ: HUM, LCD, LS, WI Art: HUM

L79 EuSt 4105 Topics in German Studies: Science + Fiction = Science Fiction?
Theorizing the origins and development of the science fiction genre from the perspective of genre, literary theory, and cultural history. A seminar for advanced students in the discipline. Course may address issues across a narrow or broad time frame. Discussion, readings, and papers in German. Prerequisites: German 302D and German 340C/34D or German 341/341D or German 342/342D.
Same as L21 German 4105
Credit 3 units. A&S IQ: HUM, LCD, LS, WI Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM, LCD Art: HUM EN: H

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 for required for undergraduates. Same as L34 French 4191 Credit 3 units. A&S IQ: HUM, LCD EN: H

L79 EuSt 4224 Europe, Questions of Identity and Unity Nation-states and their cultures have been changed by globalization. Within this process, continentalism 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 Ortgea y Gasset; we will deal with the mythological figure of Europa and her resurrection 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 IQ: HUM, LCD BU: BA EN: H

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 IQ: HUM, LCD Art: AH, GFAH EN: H

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 anti-slavery 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 IQ: HUM, LCD, SC, SD EN: H

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 IQ: HUM, LCD EN: H

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 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 IQ: HUM, LCD Art: HUM EN: H

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 IQ: HUM, LCD, SC, SD EN: H

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 each author's 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
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. 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L79 EuSt 4382 Aesthetics
Same as L16 Comp Lit 438
Credit 3 units. 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.

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 the 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 IQ: LCD, SSC, WI Arch: SSC Art: SSC EN: S

L79 EuSt 4485 Topics in Irish Literature: Modern Irish Narrative and Questions of Identity
Topics course in Irish literature.
Same as L14 E Lit 4485
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM 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.

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 IQ: HUM Art: HUM EN: H

L79 EuSt 4585 English Novel of the 20th Century
Prose fiction by such writers as Jane Austen, Dickens, Thackeray, George Eliot, the Brontës, and Hardy.
Same as L14 E Lit 458
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

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 stagier 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.
Screenings may include Credit 3 units.

Same as L38 Span 472 preceptorial for undergraduates. In Spanish.

Medium's increasingly memorial function for audiences ever two 300-level literature courses taught in Spanish. One-hour of cinematic representation of the Holocaust, exploring the of so many dead? We also probe the changing significance function of realist discourse in Spanish fin-de-siècle culture and genocidal violence that characterized it, and the sheer absence onscreen — its victims as well as its perpetrators, the systematic of the Holocaust as unrepresentable, and how other figures discussed include Rowlandson, Cruikshank, Daumier, Gavarni, Philipon, and Gill. 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 IQ: HUM Art: AH EN: H

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 IQ: HUM, LCD Art: HUM

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, Allison 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

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 Gill. 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 IQ: HUM Art: AH EN: H

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 IQ: HUM, LCD Art: HUM

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 Gill. 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 IQ: HUM Art: AH EN: H

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 preferred; or permission of instructor.

Same as L01 Art-Arch 4816

Credit 3 units. Art: AH

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, Allison 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

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 Gill. 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 IQ: HUM Art: AH EN: H

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. Art: AH

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, Allison 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
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 IQ: HUM Art: AH EN: H

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 IQ: HUM, LCD, SD EN: H

L79 EuSt 4860 20th-Century Spanish Novel
A study of the novel in 20th-century Spain, focusing on the contemporary period. Prerequisites: 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 IQ: HUM, LCD Art: HUM

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 IQ: HUM Art: AH EN: H

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 IQ: HUM Art: AH EN: H

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 IQ: HUM, LCD Art: AH EN: H

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 hayfield, 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 IQ: HUM, LCD, SD EN: H

L79 EuSt 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-abstraction 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

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.

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. Art: HUM

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), Ultrasismo (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 Tápies, José Angel Valente, Pere Gimferrer, Jose Miguel Ullán and José Luis Guerín. 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 IQ: LCD EN: H

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.

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 IQ: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM Art: HUM EN: H

Film and Media Studies
During 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. By 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 when 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, and 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 the discussion of and intellectual engagement with all forms of moving image media.

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Faculty

Director
Gaylyn Studlar (http://fms.artsci.wustl.edu/people/gaylyn-studlar)
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Associate Professor
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Assistant Professors
Reem Hilu (http://fms.artsci.wustl.edu/people/reem-hilu)
PhD, Northwestern University

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)

Lecturer
John Powers (http://fms.artsci.wustl.edu/people/john-powers)

Emeritus Professor
William Paul (http://fms.artsci.wustl.edu/people/william-paul)
PhD, Columbia University

Majors

The Major in Film and Media Studies

Total units required: 30

Required courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Film 220</td>
<td>Introduction to Film Studies</td>
<td>3</td>
</tr>
<tr>
<td>Film 225</td>
<td>Making Movies</td>
<td>3</td>
</tr>
<tr>
<td>or Film 352</td>
<td>Introduction to Screenwriting</td>
<td></td>
</tr>
<tr>
<td>Film 330</td>
<td>History of American Cinema</td>
<td>3</td>
</tr>
<tr>
<td>Film 340</td>
<td>History of World Cinema</td>
<td>3</td>
</tr>
<tr>
<td>Film 350</td>
<td>History of Electronic Media</td>
<td>3</td>
</tr>
<tr>
<td>Film 420</td>
<td>Film Theory</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

Elective courses:

In addition to these required courses, students must take 12 credits in advanced electives (300 level or higher). All students must take one 3-credit elective that focuses on a national cinema other than that of the United States. In addition, all students must take one 3-credit critical studies elective at the 400 level or above. A 400-level elective in a national cinema may satisfy both of 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, specific genres, limited historical periods, individual crafts (e.g., 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.

Concentration in Film and Media Production

Total units required: 36

The concentration in film and media production provides majors in Film and Media Studies with the opportunity to enhance their skills in and knowledge of various forms of moving image media creative production. A student concentrator in film and media production must complete both Film 225 Making Movies and Film 352 Introduction to Screenwriting as core production classes in addition to the same 15 hours of core critical studies coursework required of regular Film and Media Studies majors, thus making for 21 credit hours in the concentration’s required core. The student would also complete 15 credit hours of electives consisting of the following:
1. One 3-credit critical studies course in a national or regional (non-U.S.) cinema at the 300 or 400 level (required of all majors)

2. One 3-credit critical studies course at the 400 level (screenwriting or production does not count toward this requirement)

3. 9 hours total credit or three 3-credit electives in digital or film production or screenwriting (3 credits may be for courses at the 200 level or above; 6 credits must be for courses at the 300 level or above)

Courses taken in overseas study are eligible to be used to satisfy the C category for up to a total of 6 credit hours with permission of the Film and Media Studies overseas advisor. Courses offered by another academic department or school at Washington University may be accepted in the C category for up to 6 credit hours with the prior permission of the student's Film and Media Studies adviser. A minimum of C- must be earned for any course to count toward the 36 credit hours required for the film and media production concentration.

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 grade-point average of 3.65, and be approved by a faculty committee.

Minors

The Minor in Film and Media Studies

Units required: 15

Required courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film 220</td>
<td>Introduction to Film Studies (offered every fall)</td>
<td>3</td>
</tr>
<tr>
<td>Film 330</td>
<td>History of American Cinema</td>
<td>3</td>
</tr>
<tr>
<td>Film 340</td>
<td>History of World Cinema</td>
<td>3</td>
</tr>
<tr>
<td>Film 350</td>
<td>History of Electronic Media</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Elective courses:

In addition to required courses, students must also take a 3-credit advanced elective course (300 level or above) to complete the minor.

The Minor in Global Film and Media Studies

Units required: 15

Required courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film 342</td>
<td>Global Art Cinema</td>
<td>3</td>
</tr>
<tr>
<td>Film 341</td>
<td>Transnational Cinema(s): Film Flows in a Changing World</td>
<td>3</td>
</tr>
<tr>
<td>Film 371</td>
<td>Making War, Film 443 Memory, Tears and Longing: East Asian Melodrama Film</td>
<td>3</td>
</tr>
<tr>
<td>Film 485</td>
<td>Visualizing Orientalism: Art, Cinema and the Imaginary East 1850-2000</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Elective courses:

A. Two courses (3 credits each) at the 300 or 400 level dealing with national or regional cinemas, such as the following: 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 or 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 the following: 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 or 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 Film and Media Studies adviser or the Film and Media Studies director of undergraduate studies before enrolling in a course offered outside of the program that they hope to count toward this minor.

Additional Information

Elective courses change every academic year, so please visit the Film and Media Studies Program website (http://fms.artsci.wustl.edu) for current course listings.

Internships and independent study do not count toward any Film and Media Studies minor.

Courses

L53 Film 110 First-Year Seminar: Science Fiction Literature & Film: A Contrast in Hyper-imaginative Media
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: FYS A&S IQ: HUM, LCD Art: HUM BU: BA EN: H

L53 Film 112 First-Year 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: FYS A&S IQ: HUM, SD Art: HUM BU: BA EN: H

L53 Film 114 First-Year Seminar: Science Fiction Literature & Film: A Contrast in Hyper-imaginative Media
Enrollment limited to freshmen. Topics vary, consult current semester course listings for current topic. Credit 3 units. A&S: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: BA EN: H

L53 Film 115 First-Year 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: FYS A&S IQ: SSC EN: S

L53 Film 116 First-Year 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 both the 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: FYS A&S IQ: HUM EN: H

L53 Film 117 First-Year 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: FYS EN: H

L53 Film 118 First-Year 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: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
L53 Film 119 First-Year 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: FYS & A&S IQ: HUM, LCD BU: IS EN: H

L53 Film 120 First-Year Seminar: Horror Across Media
Enrollment limited to freshmen. Topics vary, refer to current semester course listings for current topic. Credit 3 units. A&S: FYS & A&S IQ: HUM Arch: HUM BU: HUM EN: H

L53 Film 121 First-Year 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: FYS & A&S IQ: HUM BU: BA EN: H

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.

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 filmmaking, 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 IQ: HUM Arch: HUM BU: HUM EN: H

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 IQ: HUM BU: BA EN: H

L53 Film 311 Documentary Production
In parallel with an overview of various documentary genres, ranging from the personal, the poetic, the agitprop and cinema verité, 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 IQ: HUM BU: HUM EN: H

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 IQ: HUM BU: BA EN: H

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 IQ: HUM BU: IS EN: H

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 IQ: HUM, LCD BU: IS EN: H

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 IQ: HUM, LCD BU: IS EN: H

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 IQ: HUM, LCD BU: IS EN: H

L53 Film 325 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

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, 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 IQ: HUM, LCD BU: IS EN: H

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, Tarkovsky and many others. All readings and discussions in English. May not be taken for German major or minor credit. Required screenings. Credit 3 units. BU: IS EN: H

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 IQ: HUM BU: IS EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 popular progressivism and nihilism, entertainment and ideology, artistic and commercial success. Required screenings. Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: LCD BU: IS EN: H

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 perverseness 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

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 national 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 IQ: HUM, LCD BU: IS EN: H

L53 Film 344 Children’s Television
How does contemporary television imagine children? How does the industry speak to them, with what aims, and using what types of representational strategies and modes of address? In turn, how do young people respond, both as viewers and, with the advent and increasing accessibility of new technologies, as media producers? This seminar will address these and other related questions while introducing students to the study of children’s television in cultural and critical media studies. Throughout, we will address the theoretical question suggested by the course's title, a reference to the work of literary scholar Jacqueline Rose: Is children’s television possible? Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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.

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 IQ: HUM EN: H

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 IQ: HUM BU: BA EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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.
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 IQ: HUM BU: HUM EN: H

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 "rep-li-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 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 "quality" fan favorites such as Designing Women from canonical cult texts such as 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 IQ: HUM BU: ETH EN: H

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, interviews, 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, among others, and pre-1975 combat films starring John Wayne. The ability to read music is not required. Required screenings. Prerequisite: none.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

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 the genre's interaction with popular music and dance and the major political and social trends of the 1930s, '40s and '50s. Required screenings. Prerequisite: Film 220 or Film 350, or consent of instructor.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

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 IQ: HUM BU: HUM EN: H
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 IQ: HUM BU: HUM EN: H

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 Commotion, AfterEffects and Motion are explored throughout the semester. Prerequisite: Film 230 Moving Images and Sound or consent of instructor. Credit 3 units. A&S IQ: HUM BU: HUM EN: H

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 genre, representations of men and women on screen, and the gender politics of film production. Required screenings. Credit 3 units. A&S IQ: HUM, SD BU: HUM EN: H

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 IQ: HUM BU: HUM EN: H

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, W.G. Sebald, Kaja Silverman and Eric Rohmer and others, positioning their work within the larger movements (including its manifestation in the visual arts), we will 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, W.G. Sebald. Required screenings. Credit 3 units. A&S IQ: HUM BU: BA EN: H

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, W.G. Sebald. Required screenings. Credit 3 units. A&S IQ: HUM BU: IS EN: H

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 IQ: HUM BU: HUM EN: H
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 IQ: HUM BU: BA EN: H

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 IQ: HUM, WI Arch: HUM Art: HUM EN: H

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 Dominick 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 IQ: HUM EN: H

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 IQ: HUM BU: BA EN: H

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 though 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 IQ: HUM BU: HUM EN: H

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, SC, SD EN: H
L53 Film 425 Seminar in Video Games: Video Games, Gender and Sexuality
Attention to the prevalence of sexist and racist harassment in video game culture has intensified since the events of GamerGate in 2014, which targeted women in game design with violent threats and pushed many out of the industry. And yet, this aspect of video game culture can be traced back to the overwhelmingly male spaces of defense computing where they began and to the video arcades in which they were popularized during the 1980s. In this course, we will interrogate this long history by analyzing video game texts and play cultures and their relationship to gender and sexuality. The course will begin with an introduction to key concepts in video game studies, such as play, games, agency, simulation, and procedural rhetoric. We will then use these concepts to analyze the way that ideas about gender and sexuality are constructed and reinforced in games and how players interact with these systems. The focus throughout will be on understanding the contributions that feminist and queer theory offer for the study of video games. We will explore how textual representation, technological hardware, and codes and algorithms of gaming are all intertwined with questions of gender and sexuality. How do we think of representations of gender, sexuality, and race differently when they are executed on cybernetic platforms in which players interact with digital machines? How do textual representations of gender, race, and sexuality intersect with the cultures within the video game industry and with fan practices? Prior experience or skills with video games is not necessary. The class welcomes all levels of gamers and non-gamers, as long as students are interested in engaging with games. Required screenings.
Credit 3 units.

L53 Film 429 Mass Culture and Modern Media: Fantasylands: Cinema, Spectatorship, and the Spatial Imagination
This seminar examines cinema’s relationship to urbanism, modern life, and amusement culture in the late 19th and early 20th centuries. This exploration is meant to facilitate a broader understanding of cinema by situating the medium in relation to the new forms of spatiality, temporality, and mobility that were consonant with “modernity.” In particular, we will focus on commercial entertainments and spaces that produced stunning images of distance-spanning media and technology. Along the way, we will encounter a variety of modern spaces, places, and forms of transit. These include the shopping arcade, the railway journey, the amusement park, the world’s fair, the glass house, the studio city, the circular panorama, the slum, the department store, and the expedition. In the process, students will be introduced to relevant theories of space and place, urbanism, modern media, consumerism, and mass culture. For graduate students and advanced undergraduate students, with the permission of the instructor. No other prerequisites. Required screenings.
Credit 3 units.

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 typcasting 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 IQ: HUM Arch: HUM Art: HUM EN: H

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 IQ: HUM, LCD BU: HUM, IS EN: H

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, denotive ambiguity and reflexivity. This course explores art cinema from a variety of national contexts, analyzing storytelling techniques and themes that challenge the "ecomonical" and diverting forms associated with mainstream commercial filmmaking. Required screenings.
Credit 3 units.
A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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 IQ: HUM, LCD EN: H

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 IQ: HUM, LCD EN: H

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 IQ: HUM Art: HUM EN: H

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 IQ: HUM BU: BA EN: H

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 IQ: HUM Arch: HUM Art: HUM EN: H

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 dialectical mode of sentimentand 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 IQ: HUM EN: H

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 IQ: HUM EN: H

L53 Film 457 From Vitaphone to YouTube: Popular Music and the Moving Image
This course considers American popular music as represented in audiovisual media from 1926 to the present. The relationship between the popular music industry (a commercial sphere oriented primarily toward the selling of sheet music and audio recordings) and audiovisual technologies (various screens and formats encountered in changing social and commercial contexts) will be explored along two complementary tracks:
popular music performers as presented in performance-centered media and popular music as a narrative topic or resource in feature films. Three related analytical frames will shape our discussions: industrial and technological history (the material conditions for the making and distribution of popular music and moving images); the question of “liveness” in recorded audiovisual media; aesthetics of various popular music styles as translated into audiovisual forms and contexts. The course is in seminar format. The ability to read music is not required but students with music reading or transcription skills will be encouraged to draw upon these tools. Prerequisites: graduate status or completion of a 300-level FMS or Music course and permission of the instructor. Credit 3 units. A&S IQ: HUM Arch; HUM Art; HUM BU: HUM EN: H

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 IQ: HUM Arch; HUM Art; HUM BU: HUM EN: H

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 IQ: HUM, SC, SD Art: CPSC EN: H

L53 Film 465 Theory and Practice of Experimental Film
Filmmaker Stan Brakhage famously wrote the following: “Imagine an eye unruled by man-made laws of perspective, an eye unprejudiced by compositional logic, an eye which does not respond to the name of everything but which must know each object encountered in life through an adventure of perception.” In this course, we will embark upon our own adventures of perception, examining and producing works of art that challenge our preconceptions of what cinema is or can be. From city symphonies to pop collages, from portraiture to handcrafted animation, and from ethnography to gender studies, we will explore the multifaceted and transformative avant-garde cinema through the work of its greatest practitioners; contextualize films in relation to aesthetic aspirations (e.g., formalism, opposition, reflexivity, transcendence) and movements in art and cultural theory (e.g., Dadaism, Abstract Expressionism, Pop, Performance Art, Minimalism); and acquire the digital production skills needed to make our own experimental videos. Each week, we will mix the classic with the contemporary to demonstrate the ongoing vitality of — and make our own contributions to — this often misunderstood cinematic tradition. Required screenings. Credit 3 units.

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; Photogapher: A Film Unfinished. Critical readings by figures such as Giorgio Agamben, Jean Amery, Shoshana Felman, Geoffrey Hartman, Marianne Hirsch, Sidsa Israhi, Dominick LaCapra, Alison Landsberg, Berel Lang, Michael Rothberg, and James Young. Required screenings. Credit 3 units. A&S IQ: HUM, LCD EN: H

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 IQ: HUM, LCD, SD EN: H

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.

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.

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 they must submit a contract outlining the work for the course to the Film and Media Studies office. Please consult the program guidelines that govern 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 Film and Media Studies main office no later than November 1 for spring semester enrollment and no later than April 1 for enrollment 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 workload. 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.

Credit 1-3 units.

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 and film as well as 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 during 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, all of which 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 we host international colloquia that attract scholars from around the world.

Contact: Professor Harriet Stone
Email: hastone@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. 829) page.

 Majors

The Major in French

Total units required: 30 (27 for second majors)*

Required courses:

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>French 307D</td>
<td>Advanced French</td>
<td>3</td>
</tr>
<tr>
<td>French 308D</td>
<td>Introduction to Literary and Cultural Analysis</td>
<td>3</td>
</tr>
<tr>
<td>French 325</td>
<td>French Literature I: Dramatic Voices: Poets and Playwrights</td>
<td>3</td>
</tr>
</tbody>
</table>
French 326  French Literature II: Narrative Voices: Fiction and Nonfiction  3
French 411 or French 4131  Intensive Writing in French 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 grade-point average 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 GPA.

**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:**

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>French 307D</td>
<td>Advanced French</td>
<td>3</td>
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<tr>
<td>French 308D</td>
<td>Introduction to Literary and Cultural Analysis</td>
<td>3</td>
</tr>
<tr>
<td>French 325</td>
<td>French Literature I: Dramatic Voices: Poets and Playwrights</td>
<td>3</td>
</tr>
<tr>
<td>or French 326</td>
<td>French Literature II: Narrative Voices: Fiction and Nonfiction</td>
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**Elective courses:**

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<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>French 215</td>
<td>Conversation, Culture, Communication I: Pop Culture</td>
<td>3</td>
</tr>
<tr>
<td>French 216</td>
<td>Conversation, Culture, Communication II: French Culture Through French Film</td>
<td>3</td>
</tr>
<tr>
<td>French 311C</td>
<td>French Culture and Civilization: the New Face of France</td>
<td>3</td>
</tr>
<tr>
<td>French 318D</td>
<td>Preparation for Year in France</td>
<td>3</td>
</tr>
<tr>
<td>French 321</td>
<td>Topics I (Interdisciplinary course, subject changes yearly)</td>
<td>3</td>
</tr>
<tr>
<td>French 376C</td>
<td>Cinema and Society</td>
<td>3</td>
</tr>
<tr>
<td>French 4xx</td>
<td>Upper-level writing-intensive courses and seminars (if prerequisites satisfied)</td>
<td></td>
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</tbody>
</table>

* Students who take French 204D (http://bulletin.wustl.edu/undergrad/artsci/french/#minors) (or, prior to fall 2019, 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

6 credits from the French for Pre-Medicine program in Nice can count toward the minor. Literature and Medicine (a survey course offered through the Pre-Medicine program in Nice) can replace French 325 or French 526.

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


L34 French 1011 Essential French I Workshop
Application of the curriculum presented in French 101D. Credit 1 unit. EN: H

L34 French 101D French Level I: Essential French I
This first course in the French elementary language stresses the rapid acquisition of spoken French, listening comprehension, reading, and writing skills. The course is designed to immerse students as much as possible in French language and culture through the acquisition of everyday grammar and vocabulary. Integrated activities involving readings, videos, images, conversations, and debates provide a rich cultural context for beginning mastery of French. While not required, it is strongly recommended that students enroll in French 1011, a 1-credit, pass/fail practice session. Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L34 French 1021 Essential French II Workshop
Application of the curriculum presented in French 102D. Pass/fail only. Credit 1 unit. EN: H

L34 French 102D French Level II: Essential French II
This second course in the French elementary language sequence stresses the rapid acquisition of spoken French, listening comprehension, reading, and writing skills. The course is designed to immerse students as much as possible in French language and culture through the acquisition of everyday grammar and vocabulary. Integrated activities involving readings, videos, images, conversations, and debates provide a rich cultural context for beginning mastery of French. 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 [the seventh and eighth grades count as 1 year]). Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD EN: H

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 IQ: LCD EN: H

L34 French 201D French Level III: 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 IQ: LCD, LS BU: HUM EN: H

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 students’ 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. A&S IQ: HUM, LCD BU: IS

L34 French 203D Intermediate French I
The first semester of the intermediate language sequence emphasizes accurate oral and written communication through a comprehensive review of basic grammar; the study of a variety of French and Francophone materials; and situation-based, interactive activities. Students will expand their language skills through a series of compositions and other projects based on readings, film, and images. Three class hours per week. Prerequisite: French 102D or the equivalent (usually recommended for students with at least three years of high school French [the seventh and eighth grades count as 1 year]). Beginning in fall 2019, French 203D and French 204D replace French 210D. Students who have already taken French 201D are ineligible for French 203D. Credit 3 units. A&S IQ: HUM, LCD, LS BU: HUM EN: H

L34 French 204D Intermediate French II
The second semester of the intermediate language sequence emphasizes accurate oral and written communication through
a comprehensive review of basic grammar; the study of a variety of French and Francophone materials; and situation-based, interactive activities. Students will expand their language skills through a series of compositions and other projects based on readings, film, and images. Three class hours per week. Prerequisite: French 203D or the equivalent (usually recommended for students with at least four years of high school French [the seventh and eighth grades count as 1 year]). Beginning in fall 2019, French 203D and French 204D replace French 216. Students who have already taken French 201D are ineligible for French 204D. Credit 3 units. A&S IQ: HUM, LCD, LS BU: HUM EN: H

L34 French 215 Conversation, Culture, Communication I: 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 IQ: LCD BU: ETH

L34 French 216 Conversation, Culture, Communication II: 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 IQ: LCD BU: ETH EN: H

L34 French 247 First-Year 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: FYS A&S IQ: HUM, LCD BU: HUM EN: H

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. Art: HUM BU: HUM

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. BU: ETH

L34 French 299 Undergraduate Independent Study
Prerequisites: French 216D and permission of the director of undergraduate study. Credit variable, maximum 3 units.

L34 French 307D Advanced French
This course provides a thorough review of French grammar, with an emphasis on written and oral communication grounded in a series of culturally rich contexts. Students develop vocabulary and communicative skills through readings, films, and interactive activities. This course is essential for the further study of French language, literature, and culture. Prerequisite: French 201D (taken prior to Fall 2019), French 204, or the equivalent (usually recommended for students with five years of high school French [the seventh and eighth grades count as one year]). Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L34 French 308D Introduction to Literary and Cultural Analysis
As the continuation of French 307D, this course emphasizes the improvement of writing skills through the analysis of a broad array of cultural and literary texts. This course introduces students to some of the most defining customs, ideas, and values of the French and Francophone traditions. Each semester, a specific theme orient the readings, films, and artworks studied and provides a context for class discussions.
and student papers. This course should be taken before French 325 or French 326. Prerequisite: French 307D or equivalent. Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

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, and active class participation. The course provides an introduction to the techniques of explication de texte, commentaire compose, and dissertation litteraire. The class will discuss 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, and so on. This course may replace French 308D for candidates attending semester- and year-abroad programs in a French-speaking country. It is required for students planning to study in Toulouse and Paris and recommended for other programs in France. Students who return from junior year abroad in France are not eligible to take this class. Credit 3 units. A&S IQ: LCD, LS BU: IS EN: H

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 IQ: HUM, LCD, LS BU: ETH EN: H

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 IQ: LCD BU: ETH

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 IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

L34 French 325 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 IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: IS EN: H

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 IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: IS EN: H

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. Art: HUM BU: HUM

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.

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 IQ: HUM, LCD EN: H
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.

L34 French 364 Literature and Ethics: Out of Cruelty
Same as L16 Comp Lit 364
Credit 3 units. A&S IQ: HUM Art: HUM BU: ETH En: H

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 IQ: HUM, LCD Art: HUM BU: BA En: H

L34 French 375 Medical Narratives, Narrative Medicine
Narrative medicine is an approach grounded in the recognition that patients live and communicate their embodied experiences as stories. This approach underscores the need for medical practitioners to cultivate skills of observation, analysis, storytelling, and cultural competency, and these skills are traditionally developed in humanities coursework. In this course, students will hone their competencies in observation, close reading, and written and oral expression in French through readings of medical narratives. Texts will include Jean-Dominique Bauby’s “Le Scaphandre et le Papillon”; Molière’s “Le Medecin Malgre Lui”; Michel de Montaigne’s “De L’Experience”; Marguerite Duras’ “La Douleur”; and excerpts from works by René Descartes, Honoré de Balzac, Émile Zola, Olivia Rosenthal, and Philippe Lançon. Whether considering works of art, patient testimonials, or classic works of literature, we will observe carefully, describe and understand what we see, tell stories, and attend to the details of the stories that others tell. Prerequisite: French 308 or equivalent.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM En: H

L34 French 375C Biography of a City: Paris
This course 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. Art: HUM BU: IS

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 IQ: LCD, LS BU: IS En: H

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

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 IQ: HUM, LCD Art: HUM En: H

L34 French 386 Topics: 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM En: H
L34 French 389 At Home in Paris, Versailles, Amsterdam, and Delft
This course will examine life palaces, town houses, and gardens in France and Holland in the 17th century through a focus on four classes of objects: letters, food, flowers, and paintings. Such objects allow us to imagine the lives of those who attended court spectacles and witnessed the effects of Louis XIV's centralization of power as he changed first Paris and then Versailles, just as they inform us about Dutch trade, including items imported from Asia and the Americas; the science of lenses and perspective; the tulip craze and a fascination with cityscapes and landscapes for this country that grew by reclaiming land from the sea. Based on comparisons of letters, both written and painted; flowers, both real and in still lifes; interiors, both lavish and more austere; and the expansion of Versailles and Dutch cities, we will consider the rivalry between France and Holland. Our exploration of the French court will include Lafayette, The Princesse de Clèves; selected letters by Mme de Sévigné and by the Princess Palatine; and studies of Paris and Versailles by literary historian Joan DeJean and social historian Chandra Mukerji, as well as accounts of the women in Louis's life and artworks depicting his reign. We will study paintings by Vermeer, De Hooch, ter Borch, and others in the Dutch Republic as they reflect the influences of family, science, trade, and art. The class will also consider modern depictions of Versailles and the Dutch Golden Age in a series of films: Vatel, All the Mornings of the World, Girl with A Pearl Earring, and Vanities, and Delft interiors, both lavish and more austere; and the expansion of Versailles and Dutch cities, we will consider the rivalry between France and Holland. Our exploration of the French court will include Lafayette, The Princesse de Clèves; selected letters by Mme de Sévigné and by the Princess Palatine; and studies of Paris and Versailles by literary historian Joan DeJean and social historian Chandra Mukerji, as well as accounts of the women in Louis's life and artworks depicting his reign. We will study paintings by Vermeer, De Hooch, ter Borch, and others in the Dutch Republic as they reflect the influences of family, science, trade, and art. The class will also consider modern depictions of Versailles and the Dutch Golden Age in a series of films: Vatel, All the Mornings of the World, Girl with A Pearl Earring, and Tim's Vermeer.
Same as L16 Comp Lit 389
Credit 3 units. Art: HUM BU; HUM

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 IQ: LCD EN: H

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 IQ: LCD EN: H

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

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 IQ: LCD, LS, WI EN: H

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 IQ: LCD, LS, WI EN: H

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

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,
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 required for undergraduates.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

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. Art: HUM

L34 French 417 Poetry and Prose of the Renaissance: Gender, Love, and Sexuality in the Renaissance
A major writer, an early sympathizer of the reform movement, and a generous patron of the arts and sciences, Marguerite de Navarre (1492-1549), King Francis I's sister, has continued to intrigue readers throughout the ages. Her correspondence, short stories, plays, dialogues and religious poems have been edited and translated into several languages. However, her best known work today remains the Heptameron, her collection of novellas. This course will focus primarily on the Heptameron in the context of the querelle des femmes, a centuries-long literary debate over the nature and status of women. It proposes a close study of the text with special emphasis on gender issues. Close attention will be paid to early modern understandings of sex and gender and the extent to which devisants and characters in the stories conform to or defy the predominant gender stereotypes; gender relations; the dynamics of love and marriage; attitudes toward sexuality, gender and sexuality, and sexual aggression and violence. Prerequisites: French 325 or 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 IQ: HUM, LCD Art: HUM EN: H

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 IQ: HUM, LCD Art: HUM EN: H

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.
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.

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 IQ: HUM, SC, SD Arch: HUM Art: HUM EN: H

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 literature forms 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. Art: HUM

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 Chraibi, 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 IQ: HUM, LCD Art: HUM EN: H

L34 French 4201 The 20th-Century Novel
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. Art: HUM

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. Art: HUM

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
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 Sarthe. 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 IQ: HUM, LCD Art: HUM EN: H

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 IQ: HUM, LCD Art: HUM

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. Art: HUM

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. Art: HUM

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 Krysinska, 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 IQ: HUM, LCD Art: HUM EN: H

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 IQ: HUM, LCD EN: H

L34 French 424 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 IQ: HUM, LCD Art: HUM

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. Art: HUM

L34 French 427 Literature of the 17th Century I
Undergraduates only register for this section. 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 IQ: HUM, LCD Art: HUM

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 IQ: HUM, LCD Art: HUM
L34 French 428 Literature of the 17th Century II
This seminar examines critical points of intersection in the 17th century. All connections engage texts as well as images. We will explore the expansion of knowledge as reflected in the mapping of bodies (anatomy), cities, and countries; humans in relation to animals; commerce and the rise of the bourgeoisie that challenges the privileges of the aristocracy; the splendors of nature and culture as manifest in the magnificent Versailles gardens, the tulip craze, and landscape painting; the lure of the exotic as part of everyday experience; and links between art and science. These topics will allow us to situate classical France in relation to the periods that precede and that follow it: the Renaissance and the Enlightenment. We will view the French monarchy in relation to both Italy, whose art provided much inspiration, and Holland, where the prosperity of merchants supported an art market that included Van der Meer, de Hooch, and other celebrated Golden Age painters. all so unlike the artists who flourished under Louis XIV. Works studied will include Corneille's "Horace" and "Suréna"; Racine's "Bérénice" and "Phèdre"; Descartes' "Discours de la Méthode"; La Bruyère's "Caractères"; Lafayette's "Princesse de Clèves"; and literary texts that explore solutions for aesthetic quandaries. Prerequisites: French 325C and French 326C. One-hour preceptorial required for undergraduates. Credit 3 units.

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'alée du Roi, which details the romance between the king and his mistress and then second wife Mme. de Maintenon, and the Mémoires de 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 (Surenne), Mollière (Les Femmes Savantes), Racine (Mithridate, Phedre), La Rochefoucauld (la Bruyère), and the 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 required for undergraduates. Credit 3 units.

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 IQ: HUM, LCD Art: HUM

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, Bakhhtine, 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.

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 à l'Encyclopédie), Rousseau (Discours sur les Sciences et les Arts, Lettre à 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), Stalé (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 IQ: HUM, LCD EN: H

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: Sensibilité and Libertinage, for a woman's sensibility 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,
Charrrière, Laclos, 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. Art: HUM

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.

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, Charrrière, 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 IQ: HUM, LCD EN: H

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. Art: HUM

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, Mollière and Racine as well as in the novels of Madame de Lafayette. We read Graffigny's Lettres d'une Peruvienne, Prévost's Manon Lescaut, LaRion's 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 required for undergraduates. Credit 3 units.

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 historians (Rancière, 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.

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. Art: HUM

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
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 required for undergraduates. Credit 3 units. A&S IQ: HUM Art: HUM

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 IQ: HUM, LCD Art: HUM

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, Courtetbarbe's Trois Aveugles de Complîgne, 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 Vie de Sainte Elysabel; 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 IQ: HUM, LCD Art: HUM

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. Art: HUM BU: HUM

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 Trobaritz, 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 required for undergraduates. Credit 3 units. Art: HUM

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 IQ: HUM, LCD Art: HUM EN: H

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 IQ: HUM, LCD Art: HUM

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.
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.

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.

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.

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 to 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. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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.

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 IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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 IQ: LCD

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, 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 required for undergraduates.
Credit 3 units. Art: HUM

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. Art: HUM

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. Art: HUM

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 IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

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. Art: HUM

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. Art: HUM

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.

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. EN: H

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 cocurricular 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, which is 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 and from diplomacy to publishing.

**Endowed Professors**

Paul Michael Lützeler (https://german.wustl.edu/people/paul-michael-lutzeler)
Rosa May Distinguished University Professor in the Humanities
Director of the Max Kade Center
(Fall 2019: On Leave)
PhD, Indiana University
Contemporary and exile literature; Romanticism; literary discourses on Europe

Lyne Tatlock (https://german.wustl.edu/people/lyne-tatlock)
Hortense and Tobias Lewin Distinguished Professor in the Humanities
(2019-20 Academic Year: On Leave)
PhD, Indiana University
17th-, 19th- & 20th-century novel and book history; gender; nationalism; translation

Gerhild Williams (https://german.wustl.edu/people/gerhild-williams)
Vice Provost
Barbara Schaps Thomas and David M. Thomas Professor in the Humanities
Associate Vice Chancellor for Academic Affairs
Director of Graduate Studies
PhD in Comparative Literature, University of Washington
Early modern German and French literature and culture; demonology; Ottoman Eurasia

**Professor**

Matt Erlin (https://german.wustl.edu/people/matt-erlin)
Professor of German
(Spring 2020: On Leave)
PhD, University of California, Berkeley
18th- & 19th-century German literature; intellectual history; digital humanities; material culture

**Associate Professors**

Caroline Kita (https://german.wustl.edu/people/caroline-kita)
(Fall 2019: On Leave)
PhD, Duke University
Austrian literature; Jewish studies; music and sound studies; theater

Christian Schneider (https://german.wustl.edu/people/christian-schneider)
(On Leave)
PhD, Heidelberg University
Medieval literature; narrative theory; courtly culture; history of knowledge

**Contact:**
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**Faculty**

**Chair**

Erin McGlothlin (https://german.wustl.edu/people/erin-mcgrothlin)
Associate Professor of German
PhD, University of Virginia
Contemporary literature; Holocaust studies; Jewish studies; narrative theory

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Assistant Professors

Kurt Beals (https://german.wustl.edu/people/kurt-beals)
PhD, University of California, Berkeley
20th- and 21st-century German literature and media; poetry; translation; experimentalism; digital media

André Fischer (https://german.wustl.edu/people/andr%C3%A9-fischer)
PhD, Stanford University
19th and 20th-century German literature and thought; European cinema; practices of modern myth-making; aesthetics of modernism; film philosophy

Lecturer

Mary Allison (https://german.wustl.edu/people/mary-allison)
PhD, University of Wisconsin-Madison

Postdoctoral Teaching Fellow

Claire Ross (https://german.wustl.edu/people/claire-ross)
PhD, Washington University
Migrant and minority discourses; intertextuality

Professor Emeritus

James Fitzgerald Poag (https://german.wustl.edu/people/james-fitzgerald-poag)
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 or German 342 and its 1-unit discussion section German 342D and the senior assessment (undertaken in conjunction with a 400-level seminar) are required for all majors. German 340C/340D or German 341 or German 342/342D 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 the completion of German 340C or German 341 or German 342 is by departmental permission only.

Elective courses:

Students interested in studying German may declare German as their major or second major. Majors and 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 or German 342, only courses taught in German will count toward the major. Students who wish to receive honors in German are required to write an honors thesis and must register for German 497/German 498 (with departmental permission) in addition to the 24 credits required for the major (for a total of 30 credit hours). All majors and second majors are required to participate in the senior assessment interview during their senior year.

Applications for admission to the honors program must be submitted by the first week of classes in the student's final year of study. Forms are available on the department website.

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

Study abroad: German majors or minors are encouraged to participate in one of our 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), German 302D (for the year program), or their 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, which is 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 during 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 (usually in the fall of the senior year), the student registers for the German 497–German 498 sequence. They present the senior thesis to their thesis adviser and a second reader approximately
six weeks before the conclusion of their 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 (300- and 400-level) credit courses taught in German. With the exception of German 340C or German 341 or German 342, only courses taught in German will count toward the minor. At least 3 of these units must be at the 400 level.

**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) or German 342 German Literature and the Pre-Modern Era with discussion section (German 342D), because these courses serve 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**


**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. BU: HUM, IS

**L21 German 101D Basic German: Core Course I**

Introductory program; no previous German required. Students will 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 will 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. Students who complete this course successfully should enter German 102D.

Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

**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 IQ: LCD, LS BU: HUM EN: H

**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 IQ: LCD, LS BU: HUM EN: H

**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 IQ: LCD, LS BU: HUM EN: H

**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 400-level courses. Note that German 340C/340D, German 341/341D, and German 342/342D are prerequisites for most 400-level courses.

Credit 4 units. A&S IQ: LCD, LS BU: HUM EN: H
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 IQ: LCD BU: HUM EN: H

L21 German 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 policies. 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 a discussion section.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

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 authors and works in the medieval and early modern German tradition, including those from the “Heroic Age” (e.g., “Nibelungenlied”), the classical period of the 12th and 13th centuries (e.g., Walther von der Vogelweide, Wolfram von Eschenbach, Gottfried von Straßburg), late-medieval philosophy and mysticism (e.g., Mechthild von Magdeburg, Meister Eckhart), and early modern humanism and the Reformation (e.g., Martin Luther). Students enrolled in this course engage in the close and sustained reading of a set of texts that are indispensable for an understanding of the German and European literary traditions; these are texts that continue to offer invaluable insights into humanity and the world around us. Our discussions will focus on concepts such as heroism, chivalry, and courtly love and discuss questions regarding the relationship between the individual and society, the role of religion in society, and the emergence of modern mass media (e.g., the Gutenberg revolution). We will consider the texts 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 402, 403D, 404, and 408D) is contingent on completion of this course or 340C/340D. The main course is conducted in English, so this will only qualify for major or minor credit when taken in conjunction with one-hour discussion section in German (L21 341D).
Credit 3 units. A&S IQ: HUM BU: ETH EN: H

L21 German 340D German Literature and the Modern Era
This course must be taken concurrently with 340C for major/minor credit. The discussion section provides an introduction to critical German vocabulary and is open to students with prior knowledge of German (210D or equivalent, or placement by examination.)
Credit 1 unit.

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, non-majors and majors. Admission to 400-level courses (except 402, 403D, 404, and 408D) is contingent on completion of this course or 340C/340D. The main course is conducted in English, so this will only qualify for major or minor credit when taken in conjunction with one-hour discussion section in German (L21 341D).
Credit 3 units. A&S IQ: HUM BU: ETH EN: H

L21 German 341D German Thought and the Modern Era
This course must be taken concurrently with 341 for major/minor credit. The discussion section provides an introduction to critical German vocabulary and is open to students with prior knowledge of German (210D or equivalent, or placement by examination.) Credit 1 unit.

L21 German 342 German Literature and the Premodern Era
In this introduction to the literary and intellectual history of the German-speaking world from roughly 800 C.E. to the 17th century, we will read English translations of some of the most influential authors and works in the medieval and early modern German tradition, including those from the “Heroic Age” (e.g., “Nibelungenlied”), the classical period of the 12th and 13th centuries (e.g., Walther von der Vogelweide, Wolfram von Eschenbach, Gottfried von Straßburg), late-medieval philosophy and mysticism (e.g., Mechthild von Magdeburg, Meister Eckhart), and early modern humanism and the Reformation (e.g., Martin Luther). Students enrolled in this course engage in the close and sustained reading of a set of texts that are indispensable for an understanding of the German and European literary traditions; these are texts that continue to offer invaluable insights into humanity and the world around us. Our discussions will focus on concepts such as heroism, chivalry, and courtly love and discuss questions regarding the relationship between the individual and society, the role of religion in society, and the emergence of modern mass media (e.g., the Gutenberg revolution). We will consider the texts 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 402, 403D, 404, and 408D) is contingent on completion of this course, 340C/340D, or 341/341D. The main course is conducted in English, so this will only qualify for major or minor credit when taken in conjunction with one-hour discussion section in German (L21 342D).
The discussion section provides an introduction to critical German vocabulary and is open to students with prior knowledge of German (L21 210D or equivalent or placement by examination).
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM BU: HUM BU: HUM BU: ETH EN: H

L21 German 342D German Literature and the Premodern Era
This course must be taken concurrently with L41 342 for major or minor credit. The discussion section provides an introduction
to critical German vocabulary and is open to students with prior knowledge of German (L41 210D or equivalent or placement by examination.)

Credit 1 unit. BU: HUM

L21 German 402D 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.

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.

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 planning to attend the overseas program in Tübingen, Germany. Prerequisites: German 302D (may be taken concurrently with German 404), or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM BU: IS EN: H

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 IQ: LCD, LS BU: IS EN: H

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 the representation of history, absolutism and rebellion, the formation of bourgeoisie 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, and Bettina von Arnim. Discussion, readings, and papers in German. Prerequisite: German 302D and German 340C/34D or German 341/341D or German 342/342D.

Credit 3 units. A&S IQ: HUM, LCD, LS, WI EN: H

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 bourgeoise 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, and Bettina von Arnim. Discussion, readings, and papers in German. Prerequisites: German 302D and German 340C/34D or German 341/341D or German 342/342D.

Credit 3 units. A&S IQ: HUM, LCD, LS, WI Art: HUM

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-siécle. Reading and discussion of texts by authors such as Büchner, Heine, Marx, Storm, Keller, Meyer, Fontane, Drost-Hülshoff, Nietzsche, Ebner-Eschenbach, Schnitzler, and Rilke. Discussion, readings, and papers in German. Prerequisites: German 302D and German 340C/34D or German 341/341D or German 342/342D.

Credit 3 units. A&S IQ: HUM, LCD, LS, WI Art: HUM EN: H

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, Senghers, Boell, Bachmann, Grass, and Wolf. Discussion, readings, and papers in German. Prerequisites: German 302D and German 340C/34D or German 341/341D or German 342/342D.

Credit 3 units. A&S IQ: HUM, LCD, LS, WI Art: HUM BU: HUM EN: H

L21 German 4104 Studies in Genre
Exploration of the definition, style, form, and content that characterize a specific genre. Investigation of the social,
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 city, and urban design. As part of the course, students may address issues across a narrow or broad time frame. Discussion, readings, and papers in German. Prerequisites: Ger 302D and Ger 340C/34D or Ger 341/341D or Ger 342/342D. Credit 3 units. A&S IQ: HUM, LCD, LS, WI Art: HUM EN: H

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. Prerequisites: Ger 302D and Ger 340C/34D or Ger 341/341D or Ger 342/342D. Credit 3 units. A&S IQ: HUM, LCD, LS, WI Arch: HUM Art: HUM EN: H

L21 German 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 of this course, we will deal with the historical development that led to the purchase of the Louisiana Territory in 1803, review the developments of World's Fairs since 1851, and look at the grand dimension of the 1904 World's Fair and its connection with the Olympic Games. Of central importance are the art exhibits from Germany and Austria, with their cultural and political implications. The German Emperor had a hand in selecting the German paintings to be sent to St. Louis, and his opposition toward modern movements like Impressionism caused additional opposition in Germany. Austria was different; in their Art Nouveau pavilion, they included works by secessionists (e.g., Hagenbund). In addition, the Wiener Werkstatten (Vienna's Workshops) attracted a lot of attention. At the same time, unlike the paintings that were selected, the German arts and crafts represented avant-garde movements. We will visit libraries, archives, and museums in St. Louis that have World's Fair holdings. This seminar is for advanced undergraduate students, but beginning graduate students can take it with permission of the instructor. The course is conducted in English, and it may not be taken for German major or minor credit.

Same as L97 IAS 4224
Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH EN: H

L21 German 4225 European Utopian Settlements in the American Midwest (1814-1865): 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 that could be traced back to interpretations of the Old and New Testaments 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. This seminar includes field trips to the St. Louis–based Missouri History Library and the St. Louis Public Library as well as one-day excursions to New Harmony, Indiana; Nauvoo, Illinois; and small towns in Warren County, Missouri.

Same as L97 IAS 4225
Credit 3 units. A&S IQ: HUM, LCD, SC, SD EN: H

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 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 IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L21 German 453 Theories of Literary and Cultural Analysis: Narrative Theory — A Critical and Analytical Toolbox

This seminar familiarizes advanced undergraduate and graduate students with concepts and methodologies that are foundational for research in the humanities. Our discussions will be organized around a range of conceptual categories that have constituted the focus of scholarly reflection in the past few decades, such as text, genre, image, medium, discourse, discipline, subjectivity, gender, race, culture, politics, and history. Our consideration of these categories will also require us to examine key currents in recent literary theory and cultural criticism, including (post)structuralism, psychoanalysis, Marxist theory, feminism and gender theory, postcolonial studies, cognitive science, book history, visual studies, and media theory. Although this seminar does not aim to offer an intellectual history, seminar members will acquire a sense of some of the key trends in cultural theory since 1945 as well as an awareness of the limits and possibilities that characterize each of them. The course also includes an introduction to the tools of scholarly research. Readings and discussions in English. Prerequisite: permission of the department for undergraduates.
Credit 3 units. A&S IQ: HUM, LCD EN: H

L21 German 456 History of the German Language

This course provides a solid introduction to the earliest forms of German language and literary culture, with the emphasis on Middle High German and the years around 1200. A variety of approaches — paleographical, linguistic, semantic, and theoretical — encourage a broad-based fluency in Middle High German. Students apply this knowledge to the texts at hand. Exemplary readings are drawn from heroic epic, Minnesang,
courtly romance, and other legal, historical, and devotional texts of the German Middle Ages. Instruction, discussion, and assignments in English. For students with graduate standing only. Credit 3 units. A&S IQ: LCD EN: H

L21 German 457 Introduction to Linguistics and the Structure of German
Introduction to the structure of the German language and to linguistic theory: phonology, morphology, syntax, and semantics as well as semiotic, pragmatic, and sociolinguistical theories. Prerequisite: permission of department for undergraduates. Credit 3 units. A&S IQ: LCD EN: H

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 will have the opportunity to translate a wide range of fictional and non-fictional texts from a variety of genres (short stories, philosophy, journalism, academic prose). The focus will be on translation from German to English, but we will also translate from English to German. Next, we will 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 like Walter Benjamin. Finally, we will 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. Prerequisites: German 302D and German 340C/34D or German 341/341D or German 342/342D. Credit 3 units. A&S IQ: HUM, LCD EN: H

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.

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.

Greek
The Department of Classics offers course work in the language, history, literature, archaeology and culture of the ancient Greek world. 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, starting 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 with faculty members' research projects. It is a remarkable and dynamic environment that students find both rewarding and stimulating.

Resources on campus that support the study of ancient Greek include collections of Greek papyri and art and the Wulfing 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

Contact: Amelia Goldsby
Phone: 314-935-5123
Email: classics@wustl.edu
Website: http://classics.wustl.edu

Faculty
For a list of faculty who teach Greek, please visit the Department of Classics faculty (p. 314) page.

 Majors
Students interested in Greek should explore either the major in Classics (p. 316) or the major in Ancient Studies (p. 316) offered through the Department of Classics (p. 314).

 Minors
Students interested in Greek should explore either the minor in Classics (p. 316) or the minor in Ancient Studies (p. 316) offered through the Department of Classics (p. 314).

Courses
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.

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.

L09 Greek 190D Intensive Beginning Greek I
An intensive study of Attic Greek.
Credit 5 units.

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.

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.

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.

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.

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.

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.
and sympolitical 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 IQ: HUM, LCD, LS EN: H

L09 Greek 435 Classical Historical Prose
Credit 3 units. A&S IQ: HUM

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 IQ: HUM Art: HUM

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 IQ: HUM, LCD, LS Art: HUM EN: H

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 IQ: HUM

L09 Greek 439 The Greek Novel
Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM EN: H

L09 Greek 440 Lucian
Lucian’s True Histories is neither true, nor a history, but it is often called the first science fiction novel. Lucian’s voice is one of the most distinctive in antiquity: wry, sarcastic, and too clever by half. He feels distinctly modern but is steeped in the literary tradition before him. In this class, we will read his True Histories and several other of his works, with a focus on his questions about truth and fiction, and his engagement with other genres of writing, including historiography, epic, philosophy and rhetoric. We also read about the first journey to the moon.
Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM EN: H

L09 Greek 451 Plato
Credit 3 units. A&S IQ: HUM EN: H

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 IQ: HUM EN: H

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 IQ: HUM EN: H

Hebrew
The Department of Jewish, Islamic, and Middle Eastern Studies offers a major and a minor in Hebrew. As majors in Hebrew, students can expect to gain proficiency in the language, study the area’s literary and cultural landmarks, and gain familiarity with Jewish and Middle 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 postsecondary study of the language is required. Any units received from back credit cannot be counted toward the major or minor.

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Faculty

Chair & Endowed Professor
Hillel J. Kieval (https://jimes.wustl.edu/people/hillel-j-kieval)
Gloria M. Goldstein Professor of Jewish History and Thought
PhD, Harvard University

Professors
Nancy E. Berg (https://jimes.wustl.edu/people/nancy-e-berg)
Professor of Hebrew Language and Literature
PhD, University of Pennsylvania

Martin Jacobs (https://jimes.wustl.edu/people/martin-jacobs)
Professor of Rabbinic Studies
PhD and Habilitation, Free University of Berlin

Associate Professors
Pamela Barmash (https://jimes.wustl.edu/people/pamela-barmash)
Associate Professor of Hebrew Bible and Biblical Hebrew
PhD, Harvard University

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Associate Professor of Jewish Studies
PhD, University of Virginia

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PhD, Stanford University

Hayrettin Yücesoy (https://jimes.wustl.edu/people/hayrettin-y-%C3%BCcesoy)
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**Assistant Professors**

Anne-Marie McManus (https://jimes.wustl.edu/people/anne-marie-mcmanus)
Assistant Professor of Modern Arabic Literature
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**Senior Lecturers**

Housni Bennis (https://jimes.wustl.edu/people/housni-bennis)
Senior Lecturer in Arabic
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PhD, L’École des Hautes Études en Sciences Sociales (EHESS)

**Lecturers**

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Lecturer of Hebrew

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MArch, University of Texas at Austin

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Toqeer Shah (https://jimes.wustl.edu/people/toqeer-shah)
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Madhavi Verma (https://jimes.wustl.edu/people/madhavi-verma)
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MA, Patna University

**Teaching Fellow**

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**Endowed Professor - Affiliated**

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PhD, University of Chicago

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PhD, University of Chicago

Robert Canfield (https://anthropology.wustl.edu/people/robert-canfield)
Professor Emeritus of Sociocultural Anthropology
PhD, University of Michigan

Tabea Alexa Linhard (https://rll.wustl.edu/people/tabea-alexa-linhard)
Professor of Spanish and Comparative Literature
PhD, Duke University

Joseph Schraibman (https://rll.wustl.edu/people/joseph-schraibman)
Professor of Romance Languages
PhD, University of Illinois at Urbana-Champaign

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PhD, University of Pennsylvania

Seth Graebner (https://rll.wustl.edu/people/seth-graebner)
Associate Professor of French and International and Area Studies
PhD, Harvard University

**Majors**

**The Major in Hebrew**

Units required: 24 advanced, in addition to prerequisites

**Prerequisites:**
- 100- and 200-level Hebrew, by course work or by placement. (A student who skips the first four semesters of language courses by placement must successfully complete the fifth semester.)
- JIMES 210C Introduction to Islamic Civilization and JIMES 208F Introduction to Jewish Civilization: History and Identity (Students with substantial prior course work may substitute an additional upper-level course with permission of their adviser and the director of undergraduate studies.)

**Requirements:**
- 12 credits in 300- and 400-level language courses
- 6 credits in 300- and 400-level other JIMES courses, distributed as the student wishes
- At least 3 credits at the 300- and 400-level courses in a JIMES culture other than that of the selected language tradition
- 3 credits in a departmental capstone course to be taken during the senior year. (Students may take this course during their junior year with permission of their adviser and the director of undergraduate studies.)
**Additional Information**

Students enrolled in preapproved 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 director of undergraduate studies. Summer programs and transfer courses can be granted as many as 6 credits subject to review by the student's adviser and the director of undergraduate studies. A limit of 9 credits in total can be applied to the major, whether the credits are earned in study abroad or summer programs or via transfer credit. A limit of 9 credits in total can be applied to the major, whether the credits are earned in study abroad or summer programs or via transfer credit. For more information about preapproved study abroad programs, please visit the Jewish, Islamic, and Middle Eastern Studies Study Abroad Program website (https://jimes.wustl.edu/studyabroad).

Students must maintain an average of B in all courses for the major. A grade of B- or higher must be earned in each language course in order to advance to the next level.

No course taken pass/fail can count toward the prerequisites or the major.

A student may request credit for courses taken outside of the department (other than those that are cross-listed) by seeking the permission of the director of undergraduate studies and the department chair.

To be eligible to write a senior thesis, a student must maintain a grade-point average of 3.65 through the sixth semester. Senior thesis writers should sign up for an appropriate 3-credit course during both the fall and spring semesters. (The 6 credits from these courses can be applied to the primary area of study.)

**Courses**

Visit online course listings to view semester offerings for L74 HBRW (https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L74&crslvl=14).

**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, LS BU: HUM EN: H

**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. A&S IQ: LCD, LS BU: HUM EN: H

**L74 HBRW 101D Beginning Biblical Hebrew I**

This course prepares the student to read Biblical literature in Hebrew.

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

**L74 HBRW 105D Beginning Modern Hebrew I**

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.

**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 IQ: LCD, LS BU: HUM, IS EN: H

**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 IQ: LCD, LS BU: HUM

L74 HBRW 179 First-Year Seminar: Midrash: The Imaginative Interpretation of Biblical Texts
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 JIMES 179
Credit 3 units. A&S: FYS A&S IQ: HUM BU: ETH EN: H

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, LS BU: HUM EN: H

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. A&S IQ: LCD, LS BU: HUM EN: H

L74 HBRW 208F 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 JIMES 208F
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, IS EN: H

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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

L74 HBRW 300 Introduction to the Hebrew Bible/Old Testament
The Hebrew Bible is the foundational text of Judaism and Christianity. It is a complex compilation of materials, reflecting great diversity in ideology, literary expression, social and political circumstances, and theology. In this course, we shall read a significant amount of the Bible in English translation. We shall study the various approaches that have been taken by scholars in trying to understand the Bible in its historical context. We shall also study how the Bible was traditionally interpreted by Jews and Christians during the last two thousand years.
Same as L23 Re St 300
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H

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 JIMES 301C
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM

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 IQ: HUM, LCD Art: HUM BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

L74 HBRW 322D Third-Level Modern Hebrew II
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

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.

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, calmality 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 IQ: HUM, LCD, SC, SD Art: HUM BU: HUM, IS EN: H UColl: HEU, HSM

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 IQ: HUM, LCD, SC, SD, WI Art: HUM BU: HUM

L74 HBRW 349 Yidishkayt: Yiddish Literature in English Translation
This course traces the emergence, development, flourishing 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 JIMES 349
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

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 JIMES 350
Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM BU: HUM, IS EN: H

L74 HBRW 359 Travelers, Tricksters, and Storytellers: Jewish Travel Narratives and Autobiographies
Jewish travel 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 20th 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 JIMES 359
Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L74 HBRW 384 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.
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L74 HBRW 385D Topics in Biblical Hebrew Texts
Prerequisite: HBRW 384 or permission of the instructor.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L74 HBRW 387C Topics in Hebrew Literature
Hebrew works read in English translation. Prerequisite: sophomore standing; previous courses in literature recommended.
Credit 3 units. Art: HUM

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 IQ: HUM BU: IS EN: H

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 JIMES 4001
Credit 3 units. A&S IQ: HUM EN: H

L74 HBRW 4010 Fourth-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 IQ: LCD, LS, WI BU: HUM EN: H

L74 HBRW 401W Seminar in Hebrew Literature
This course is designated as Writing Intensive.
Credit 3 units. A&S IQ: HUM, LCD, LS, WI EN: H

L74 HBRW 402 Fourth-Level Modern Hebrew II
Students with advanced proficiency maintain and develop reading, speaking, and writing skills. Class conducted in Hebrew. Readings focus on key works of Hebrew poetry and fiction from earlier in this century and from contemporary Israel; additional reading and discussion of essays and editorials from current Israeli press, viewing of films and current news broadcasts produced in Israel. Prerequisite: HBRW 4010.
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD Art: HUM

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 IQ: HUM, LCD Art: HUM EN: H

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 IQ: HUM, LCD EN: H

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; Ashkenazi 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

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.

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.

L74 HBRW 4973 Guided Readings in Hebrew
Prerequisites: senior standing, and permission of the instructor and the department chair.
Credit variable, maximum 5 units.

L74 HBRW 4982 Guided Readings in Akkadian
Prerequisites: permission of the instructor and the department chair.
Credit variable, maximum 6 units.

L74 HBRW 4983 Guided Readings in Hebrew
Prerequisites: senior standing, and permission of the instructor and the department chair.
Credit variable, maximum 5 units.

L74 HBRW 4984 Guided Readings in Aramaic
Prerequisites: permission of the instructor and the department chair.
Credit variable, maximum 6 units.

L74 HBRW 4985 Guided Readings in Biblical Hebrew
Prerequisites: permission of the instructor and the department chair.
Credit variable, maximum 6 units.

Hindi

The Department of Jewish, Islamic, and Middle Eastern Studies offers a minor in Hindi (South Asian Studies). As minors in South Asian Studies, students can expect to gain proficiency in the language, study the area’s literary and cultural landmarks, and gain familiarity with Indian 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 postsecondary study of the language is required. Any units received from back credit cannot be counted toward the minor.

Faculty

Chair & Endowed Professor
Hillel J. Kieval (https://jimes.wustl.edu/people/hillel-j-kieval)
Gloria M. Goldstein Professor of Jewish History and Thought
PhD, Harvard University

Professors
Nancy E. Berg (https://jimes.wustl.edu/people/nancy-e-berg)
Professor of Hebrew Language and Literature
PhD, University of Pennsylvania

Martin Jacobs (https://jimes.wustl.edu/people/martin-jacobs)
Professor of Rabbinic Studies
PhD and Habilitation, Free University of Berlin

Associate Professors
Pamela Barmash (https://jimes.wustl.edu/people/pamela-barmash)
Associate Professor of Hebrew Bible and Biblical Hebrew
PhD, Harvard University

Erin McGlothlin (https://jimes.wustl.edu/people/erin-mcglothlin)
Associate Professor of Jewish Studies
PhD, University of Virginia

Nancy Reynolds (https://jimes.wustl.edu/people/nancy-reynolds)
Associate Professor of Jewish, Islamic and Near Eastern Studies
PhD, Stanford University

Hayrettin Yücesoy (https://jimes.wustl.edu/people/hayrettin-y%C3%BCcesoy)
Associate Professor of Arabic and Islamic Studies
PhD, University of Chicago

Assistant Professors
Anne-Marie McManus (https://jimes.wustl.edu/people/anne-marie-mcmanus)
Assistant Professor of Modern Arabic Literature
PhD, Yale University

Aria Nakissa (https://jimes.wustl.edu/people/aria-nakissa)
Assistant Professor of Islamic Studies
PhD, Harvard University

Senior Lecturers
Housni Bennis (https://jimes.wustl.edu/people/housni-bennis)
Senior Lecturer in Arabic
PhD Candidate, Washington University in St. Louis
Associate Professors - Affiliated

Michael Frachetti (https://anthropology.wustl.edu/people/michael-frachetti)
Associate Professor of Anthropology
PhD, University of Pennsylvania

Seth Graebner (https://rll.wustl.edu/people/seth-graebner)
Associate Professor of French and International and Area Studies
PhD, Harvard University

Majors

The Department of Jewish, Islamic, and Middle Eastern Studies (JIMES) does not offer a major in this area. Please visit the JIMES (p. 625) page for a list of available majors.

Minors

The Minor in South Asian Languages and Cultures (Hindi)

Units required: 18, in addition to prerequisites

Prerequisites:
- Both semesters of 100-level Hindi or Urdu, by course work or by placement

Requirements:
- JIMES 210C Introduction to Islamic Civilization or Religions and Cultures in South and Southeast Asia
- 9 credits in 300- or 400-level Hindi or Urdu language courses
- 6 credits in 300- or 400-level South Asian studies or South Asian literature and culture courses, distributed as the student wishes

Additional Information

Students enrolled in preapproved Washington University study abroad programs during the regular academic semester, in summer programs, and in transfer courses can earn a maximum of 3 units subject to review by their adviser and the director of undergraduate study.

Students must maintain an average of B in all courses for the minor. A grade of B- or higher must be earned in each language course in order to advance to the next level.

No course taken pass/fail can count toward the prerequisites or the minor.

A student may request credit for courses taken outside of the department (other than those that are cross-listed) by seeking the permission of the director of undergraduate studies and the department chair.
Courses


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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

L73 Hindi 130 Beginning Urdu
This course covers all five skills (reading, writing, listening, speaking, cultural competency) for beginning students. Starting with the Nastaliq script and simple greetings, we will then cover the basics of Urdu grammar while building vocabulary. The class will be conducted in Urdu. Homework is due by the beginning of class the day it is assigned. All work must be completed to pass the course.
Credit 3 units. A&S IQ: LCD BU: HUM EN: H

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 IQ: LCD BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

L73 Hindi 219 Hindi for Heritage Speakers
This course will focus on reading and writing for students who already speak Hindi. Starting with the Devanagari script, we will then cover the basics of Hindi grammar. After completion of this course, students will be prepared for the Advanced Hindi course. The class will be conducted in Hindi. Homework is due by the beginning of class the day it is assigned. All work must be completed to pass the course. A grade of B- or better is required for Advanced Hindi.
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L73 Hindi 232 Intermediate Urdu I
This course is a continuation of First-Year Urdu I. Those who have not taken the sequence of Urdu courses offered by this department may be able to join this course if they have obtained prior knowledge of the language by some other means; see the instructor for placement. This course is designed to further develop skills in speaking and reading comprehension. Emphasis is given especially to communicative skill development (i.e., the use of language in various sociocultural contexts). In general, one-fourth of the course will be devoted to reading, one-fourth to conversation, one-fourth to grammar, and one-fourth to drills of various kinds. Course materials include a standard textbook, web-based materials, a language lab, audio-video materials, and course reader prepared by the instructor.
Credit 3 units. BU: HUM

L73 Hindi 299 Undergraduate Independent Study
Prerequisites: Hindi 202 and permission of the instructor and the department chair.
Credit variable, maximum 6 units.

L73 Hindi 301 Third-Level Hindi
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 IQ: LCD, LS BU: HUM EN: H

L73 Hindi 302 Third-Level Hindi
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 IQ: LCD, LS BU: HUM EN: H

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 Ondaatjie and Romesh Gunesekera, 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
L73 Hindi 311 Sacred Architecture of the Indian Subcontinent
This course will explore the architecture of sacred places in India, including Hindu, Jain, and Buddhist temples; the Islamic mosque; the Sikh gurdwara; the Zoroastrian fire temple; the Jewish synagogue; and the Christian Church; it will also investigate their evolution from the Vedic period to precolonial times. The similarities and differences between the design elements of these places of worship will be examined through the lens of cultural, regional, and political influences in India. The built structure remains a principal visible record to study the evolution of a civilization. Through readings, visuals, and discussions, students will learn about not only the architectural styles and motifs used in sacred buildings but also the ways in which diverse design principles reflect social, political, and cultural changes over time. This interdisciplinary study of culture, design, religion, and society will be of interest to students of architecture, archeology, art, art history, languages and cultures, preservation, religion, and South Asian culture, among others. Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM

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 IQ: LCD, SSC Art: SSC BU: IS

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 IQ: HUM, LCD EN: H

L73 Hindi 3392 Topics in South Asian Religions
The topic for this course varies. The topic for fall 2017 was Hinduism and the Hindu Right. Same as L23 Re St 3392 Credit 3 units. A&S IQ: HUM BU: IS EN: H

L73 Hindi 350 Introduction to South Asian Literature in Translation
Credit 3 units. BU: HUM

L73 Hindi 353 Understanding Indian (Hindi/Urdu) Literature: Through Text and Images (Visual)
This course focuses on the films and cultural traditions of South Asia in general and of India in particular. Students will be introduced to a variety of contemporary literary genres through visuals. Readings and class discussions will be followed by film screenings from the popular Hindi cinema, known as "Bollywood" in India, to demonstrate how images and visuals influence modern-day cultural traditions. Students will also get a chance to work on films based on literary texts by well-known writers of the Indian subcontinent. These readings and films focus on various social, cultural, political, and historical aspects of Indian society. Students will also be encouraged to explore these issues in their written assignments and class discussions. Credit 3 units. A&S IQ: LCD EN: H

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 IQ: HUM, LCD BU: ETH EN: H

L73 Hindi 36CA Heroes and Saints in India: Religion, Myth, History
This course provides an introduction to the history of modern India and Pakistan through the voices of the Indian subcontinent’s major thinkers. We will spend time in the company of saints, from the “great-souled” Mahatma Gandhi to the Sufi scholar Ashraf ‘Ali Thanawi, and we will travel alongside the heroes of peasant politics, women’s rights, and struggles for national and social freedom and equality. We will immerse ourselves in the rich narrative heritage of India as it has been challenged, reworked, and harnessed for present and future needs, from the 19th century through the present. Lecture and discussion format; prior knowledge of India or Pakistan not required. Same as L22 History 36CA Credit 3 units. A&S IQ: HUM, LCD EN: H

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 IQ: HUM, LCD, WI BU: IS EN: H

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.

The Department of History at Washington University offers courses that provide students with tools that serve them beyond their majors and beyond the university. For those interested in the kinds of stories about the past that we tell ourselves, for those stories reveal a great deal about our own desires, and its continuation in our world today.

L73 Hindi 399 Independent Study
Prerequisite: permission of instructor and the department. Credit variable, maximum 6 units.

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 IQ: HUM, LCD, WI BU: HUM, IS EN: H

L73 Hindi 499 Independent Study
Prerequisite: permission of instructor and the department. Credit variable, maximum 6 units.

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. Although 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 at Washington University offers history majors and minors the opportunity to develop a coherent and challenging program of study. We also encourage all undergraduates to incorporate the discipline of historical thinking into their liberal arts education. In all courses, students are taught the kinds of skills that will help them succeed both in classes at Washington University and in their postgraduate careers. History students learn to read carefully, think critically, research honestly, and present information and ideas clearly and concisely, both verbally and in writing.

The Department of History offers a wide variety of courses, ranging from the ancient world to the present and spanning across Africa, Asia, the Middle East, Europe and the Americas. There are many opportunities for small-group learning and discussion in first-year seminars, sophomore honors colloquia, writing-intensive seminars, and advanced seminars. The history major is structured to be flexible and to encourage students both to pursue established interests and to explore topics, time periods and locales that may be less familiar.

The Department of History prides itself on the individual attention that faculty mentors provide to students. Graduates express great satisfaction with their experience in the major, mentioning in particular the faculty’s knowledge of the subject matter, dynamic teaching style, and respect for students.

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.

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Faculty

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Endowed Professors

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PhD, Stanford University

**Majors**

**The Major in History**

**Total units required:** 28

1. **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, History 163 or History 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.

2. **Upper-Level Courses:**
   
   At least 18 300- or 400-level units plus a capstone experience (for a minimum of 22 advanced units) must be completed. Requirements at this level include the following:
   - 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, or the United States or in transregional history (please refer to Note 4 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 the following:
  - 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 that many students have received in this 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 during 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 remains 18 in the minor and 28 in the major.
3. All upper-level units must be separate courses that are not double-counted toward a minor or second major. 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 that 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 United States and Latin America. However, a student who has taken a transregional course on the United States 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 United States or Latin America 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 are also 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. Students graduating with Latin Honors must meet grade-point average 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, History 163 or History 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 during 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
L22 History 101C Western Civilization
This course is a history of Western civilization from 3500 BC to AD 1600. Western Civilization may be characterized as one long debate on the holy. In no other civilization did this debate about the limits of the sacred and the profane, this constant effort at trying to grasp the divine through word and deed, last continuously for over five thousand years. To argue over the holy is to argue over the very nature of how to live a life, from the most mundane daily activity to the most sublime act of the imagination. It is to argue over how politics, economics, art, philosophy, literature, and religion are realized in a society. Apart from many types of polytheism, we study the three great world monotheistic religions — Judaism, Christianity, and Islam. We study the ancient cultures of north Africa and the eastern Mediterranean, the empires of Alexander the Great and imperial Rome, the Christianization of the Roman empire and the rise of Islam, the early medieval world in the North Sea and the Byzantine Empire in Constantinople, the formation of Latin Christendom and the papal monarchy, the crusades and the reaction of the Islamic lands, concepts of individuality, the persecution of Jews and heretics, chivalry and peasant servitude, the Mongol Empire, the Black Death and the devastation of the 14th century, the renaissance in Italy and the Protestant reformation, the hunt for witches and the scientific revolution, the medieval origins of the African diaspora and the European conquest of the Americas. What defined being human, and so a man, a woman, or a child over five millennia? A fundamental question of this course is what is “western” come together as coherent phenomenon? What, then, is historical truth? This course (through lectures, reading primary sources, discussion sections, and essay writing) gives the student a learned background in almost five thousand years of history. Introductory course to the major and minor.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM, IS EN: H

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 IQ: HUM, SD Art: HUM BU: HUM, IS EN: H

L22 History 102D Barbarity and Civilization in Modern Europe
The history of modern Europe is one of both barbarity and civilization. Although 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. Although major historical events like the French and Russian Revolutions and 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. This course will serve as an introduction to the practice of history, and it 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. This is an introductory course to both the major and the minor.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 1119 First-Year 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 caste 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. BU: HUM, IS

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 IQ: HUM, LCD BU: HUM, IS EN: H

L22 History 154 First-Year 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: FYS A&S IQ: HUM, LCD BU: HUM, IS EN: H

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.
Health and disease have been experienced and understood.

The medieval world, stretching from the Mediterranean to the Americas, lasted from the third to the 16th centuries. This course surveys World History uses World War II as a lens to examine the methodologies, approaches and sources historians employ to understand and analyze historical periods. The emphasis of this course will be on digging into topics traditionally neglected: the impact of the war on race, gender, family and children; daily life; and daily ethical decision making.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM, IS EN: H

L22 History 160 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 disease 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 IQ: HUM, LCD, SC Art: CPSC, HUM BU: HUM EN: H

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 IQ: HUM BU: HUM, IS EN: H

L22 History 176 First-Year 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 anti-Semitism 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 JIMES 176

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

L22 History 200 Doctors and Terrorists: The Fictions of South Asian Americans

South Asians have always played an integral role in the culture and politics of the United States. However, for complex reasons, their presence has either been concealed, dismissed through dangerous stereotypes, or, just as inaccurately, overly celebrated for proving the generosity of American liberalism and multiculturalism. Racially misrecognized, this large and heterogeneous group has nonetheless shaped American categories of race, sexuality, and citizenship in intriguing and powerful ways. South Asian Americans have turned to fiction, music, and popular culture to craft deeply intimate and original assessments of mainstream desires. In doing so, they have sought to resist the dictates of whiteness, to question U.S. imperialism, to garner acceptance and mobility, and to build solidarity with other U.S. minorities. In this course, we learn about the complex history and cultural productions of South Asians in America. How did “South Asia” become a category of identification, and who benefited from that designation? What role have South Asians played in the economic, cultural, and global ascendancy of the United States? How do South Asians connect with and control their countries of origin? What is the significance of storytelling in building the archive and questioning the fiction of South Asian America?

Same as L46 AAS 200

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
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 if 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 IQ: HUM, LCD Art: HUM BU: HUM EN: H

L22 History 2081 Introduction to Jewish Civilization: History and Identity
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 explore the efforts that Jews made to define what it meant to be part of a Jewish collective.

Same as L75 JIMES 208F
Credit 3 units. A&S IQ: HUM Arch; HUM Art; HUM BU: ETH, IS EN: H

L22 History 2090 First-Year 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: FYS BU: HUM, IS EN: H

L22 History 2091 First-Year 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 will examine how a variety of individuals — 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 IQ: HUM, LCD, SD BU: HUM, IS

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 IQ: HUM, LCD BU: HUM, IS EN: H

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 IQ: HUM BU: HUM

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 IQ: HUM BU: HUM EN: H

L22 History 2118 First-Year 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: FYS A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

L22 History 2119 First-Year 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: FYS A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

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 JIMES 210C Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: ETH, IS EN: H

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. Credit 3 units. A&S IQ: HUM, SC, SD Art: HUM BU: ETH, HUM EN: H

L22 History 2157 First-Year Seminar: The Meaning of Pakistan: History, Culture, Art
Pakistan is the second largest Muslim nation and the sixth most populous country in the world. First imagined as an anti-majoritarian and anti-imperial idea, the nation came to be split between East and West Pakistan, with a hostile Indian nation dividing the country. The subsequent emergence of Bangladesh, from within, exposed the complexities of U.S. imperial and Indian power, colonialism, identity, ethnicity, race, nationalism and repression. More recently, the War on Terror has once again exploited the ethnic and cultural conflicts produced by world histories of power and resistance. The events of the past two hundred years have undoubtedly and violently exacerbated the politization of social and cultural identities. This course situates Pakistan in the context of pre-colonial social formations, British colonialism, internal colonialism, U.S. imperialism, the Cold War, Soviet interests, Indian regional hegemony and then turns to the powerful and diverse struggles launched by its own citizens against these external forces. How did successive empires construct and politicize social identities, and how did people contest and adapt these? How did caste, gender, race and religion shape empire and anti-imperial histories? Our sources will be historical, ethnographic, and literary. We will cover topics such as colonial fantasies, decolonization, the political uses of social categories of tribe, caste, language and gender, the political economy of militarism, terrorism, "development," activism, diasporic formations, poetry, music and art. The course will deepen our collective understanding of a critical series of developments in world history. Just as crucially, we will build a framework within which to address the stereotypes about Pakistan that dominate popular and media discourses today. Credit 3 units. A&S: FYS A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

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 Inca rulers 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 IQ: HUM, LCD BU: HUM, IS EN: H

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, and we will 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: FYS A&S IQ: HUM, SD Arch: HUM Art: 
HUM BU: BA EN: H

L22 History 2255 First-Year 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: FYS A&S IQ: HUM, LCD BU: IS EN: H

L22 History 2358 First-Year Seminar: Travel and Travelers in the Second British Empire
Empires were, most fundamentally, networks of communication, commerce, governance, and travel held together by force. They are difficult to understand and define because different sorts of people experienced imperial rule differently. This seminar offers a new perspective on the Second British Empire by examining it through the eyes of the people who traveled throughout it as politicians, administrators, soldiers, merchants, missionaries, journalists, artists, and settlers. The course work and assignments involve reading and writing conventional travel accounts, memoirs, and police reports.
Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: 
HUM BU: HUM, IS

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 IQ: LCD, SSC, SD Art: SSC BU: BA EN: S

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 IQ: HUM, LCD BU: IS EN: H

L22 History 2443 First-Year 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. Course is for first-year, non-transfer students only.
Credit 3 units. A&S: FYS A&S IQ: HUM BU: HUM, IS EN: H

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 IQ: HUM, SC, SD BU: BA EN: H

L22 History 2650 First-Year Seminar: Renaissance Florence from Dante to Machiavelli
The city of Florence has long held an important place in the history of the Western world. Hailed as the birthplace of the Renaissance and of the modern state, Florence exerts a seemingly natural appeal as an object of study. But why did these things happen in Florence, and why at this particular time? This course will explore these issues as well as others through the close reading of a wide range of texts produced by Florentines who left enduring marks on the history of Europe and the world. Course is for first-year, non-transfer students only.
Credit 3 units. A&S: FYS A&S IQ: HUM BU: HUM, IS EN: H
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 IQ: HUM, LCD Arch: HUM Art; HUM BU: BA, HUM EN: H

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 IQ: HUM, LCD BU: HUM, IS EN: H

L22 History 2907 Sophomore Seminar: From the Suez Canal to Hoover Dam: Infrastructure & Empire in World History
Do bridges, dams, or clocks have a history? How can we read the histories of mobility and segregation from the built environment? In this seminar, we will explore the comingled history of infrastructure and empire in their political, economic, cultural, and scientific dimensions from the 1860s through the early 1940s. We will situate projects such as the Suez Canal, the standardization of international time, and the Boulder/Hoover Dam project within meta- and counter-narratives of imperial and colonial activities around the world, ending with the Manhattan Project in St. Louis.
Credit 3 units. A&S IQ: HUM BU: IS EN: H

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.

L22 History 3001 Sickness and Society: The History of Madness
The topic for this class is the history of madness. What is madness? How have different societies explained and responded to states of mind, behavior, and actions judged to be unreasonable? What role has medicine played in framing understandings about mental disorders and their management? In 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 pre-modern 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 IQ: HUM BU: BA EN: H

L22 History 3002 Independent Work
Permission of the instructor is required.
Credit 3 units.

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 JIMES 3012
Credit 3 units. A&S IQ: HUM, LCD BU: ETH, HUM EN: H

L22 History 301C Historical Methods — Caribbean 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. BU: HUM, IS

L22 History 301E Historical Methods — 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. BU: HUM, IS

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD BU: HUM, IS EN: H

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. BU: HUM, IS EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H UCell: HEU, HSM

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. BU: HUM, IS

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 IQ: HUM, LCD BU: HUM, IS EN: H

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 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. Required for history majors. Preference given to history majors; other interested students welcome.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA, HUM EN: H

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 IQ: HUM, SD Art: HUM BU: HUM EN: H
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 identifiable “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 Arch: HUM Art: HUM BU: HUM EN: H

L22 History 3056 Material Culture in Modern China
In this course, we will explore change and continuity from late imperial to postcolonial 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 IQ: LCD, SSC Arch: SSC Art: SSC EN: S

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 IQ: HUM, LCD BU: HUM IS EN: H

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 IQ: HUM, SD Art: HUM BU: HUM

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 IQ: HUM BU: ETH EN: H

L22 History 3068 An Inconvenient Truth: 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 IQ: HUM Arch: HUM Art: HUM BU: HUM IS EN: H

L22 History 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 INTER D 306M
Credit 3 units. A&S IQ: HUM SC, SD Arch: HUM Art: CPSC HUM BU: BA, HUM EN: H

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 from the 1950s through the 1970s.
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 3 units. A&S IQ: HUM, SD Art: HUM BU: HUM

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS: EN: H

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 will 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 will reassess with the help of modern critics. In the second part of this class, we will 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, ending with an analysis of Donald Trump and the rise of “America First.” In the end, students will 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 IQ: HUM BU: HUM EN: H

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 IQ: HUM, SD BU: BA EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 JIMES 301C
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM

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. BU: HUM, IS: EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS: EN: H
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 II). 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 IQ: HUM, LCD, SD BU: HUM, IS EN: H

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 (600-100) 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. Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS

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 IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

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, SC, SD BU: BA EN: H

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 IQ: HUM Art: HUM BU: HUM, IS EN: H

L22 History 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. Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L22 History 3165 Chinese Diasporas: A Social History of Global Migration
Five hundred years ago, the Chinese population was concentrated in core areas of China Proper. Beginning in the 16th century, significant numbers of Chinese people moved to the frontiers of an expanding China and across its borders, to Japan and Southeast Asia, to the Americas and Australia, and to Africa and Europe. Although Chinese migration certainly existed beforehand, the period from the 16th century to the present day is marked by the emergence of sustained movement of non-state actors and the development of institutions — ranging from native-place associations to tourist agents’ websites — that supported this vast circulation of people. Likewise, in many emigrant communities and host societies, Chinese diasporic families adapted to migration as a way of life. This course traces...
### 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 IQ: HUM, LCD BU: HUM, IS EN: H

### 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 IQ: HUM, SC, SD BU: BA EN: H

### L22 History 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 local LGBTQ groups, including the St. Louis LGBT History Project, to research St. Louis's queer past. Each student will also conduct an oral history interview with an LGBTQ community member.

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 necessitates an additional 3-5 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, SC, SD Arch: HUM Art: HUM 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 IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

### L22 History 3193 Engaging the City: The Material World of Modern Segregation: St. Louis in the Long Era of Ferguson

This course investigates the historical and cultural dimensions of segregation and inequality in St. Louis from the late 19th century to the present day, focusing on the African American experience. We will examine the intersections of race, class, and gender through a variety of lenses, including history, literature, art, music, film, and popular culture. Students will engage in a service-learning project that connects classroom learning to the community.

See course listings for current offering.

Same as L98 AMCS 3190

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

### 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 IQ: HUM, LCD BU: HUM, IS EN: H

### 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 IQ: HUM, LCD BU: HUM, IS EN: H

### L22 History 320C Japan Since 1868

For some, the word Japan evokes Hello Kitty, animated films, cartoons, and sushi. For others, it makes them think of the Nanjing Atrocities, “comfort women,” the Bataan Death March, and problematic textbooks. Still others will think of woodblock prints, tea ceremonies, and cherry blossoms or perhaps of Sony Walkmans and Toyota automobiles. At the same time, still others may have no image of Japan at all. Tracing the story of Japan’s transformations — from a preindustrial peasant society managed by samurai-bureaucrats into an expansionist nation-state and then into its current paradoxical guise of a peaceful nation of Walkmans and Toyota automobiles, the course covers examples from Asia to Africa, with a focus on the “jewel in the crown” of the British empire: the Indian subcontinent.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: I S
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 IQ: HUM, LCD, SC, SD BU: HUM EN: H

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 IQ: HUM, LCD, SD BU: HUM IS EN: H

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 & ethnicity; the Mexican and Cuban Revolutions; US 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. Credit 3 units. A&S IQ: HUM, LCD BU: HUM IS EN: H

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L22 History 3260 Topics in East Asian Relations, from 1800 to the Present
A topics course on a variety of East Asian subjects. Same as L03 East Asia 3263 Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L22 History 3262 The Early Medieval World: 200-1000
This course begins with the crisis of the Roman Empire in the third century and the conversion of the Emperor Constantine to Christianity in 312. We will study the so-called "barbarian invasions" of the fourth and fifth centuries and the collapse of the Roman Empire in the West. The Roman Empire in the East (commonly known as the Byzantine Empire after the seventh century) survived intact, developing a very different style of Christianity than in the lands of the former Western Empire. Apart from examining Christianization in the deserts of Egypt or the chilly North Sea, we will discuss the phenomenon of Islam in the seventh century (especially after Prophet Muhammad's death in 632) and the Arab conquests of the eastern Mediterranean and north Africa. Premodern Europe will also be discussed. Prerequisite: sophomore standing or permission of the instructor. Credit 3 units. A&S IQ: HUM, LCD BU: HUM IS EN: H

L22 History 3263 The High Middle Ages: 1000-1500
This course begins with the first millennium in western Europe and ends with the arrival of Europeans in the Americas. We will study, amongst other topics, the relationship of popes to kings, cities to villages, Jews to Christians, vernacular literature to Latin, knights to peasants, the sacred to the profane, as well as different forms of religious life, farming, heresy, the shift from a penitential culture to a confessional one, the crusades and Islam, troubadour poetry, the Mongol Empire, universities, leprosy, the inquisition, Gothic art, the devil, chivalry, manuscript illumination, shoes, definitions of feudalism, environment, trade, scholastic philosophy, female spirituality, witchcraft, sex, the Black Death, food, the Hundred Years War, the renaissance in Italy, African slaves in the Iberian peninsula, and the conquest of New Spain. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM IS EN: H

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 IQ: HUM BU: HUM IS EN: H

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 IQ: HUM, LCD BU: HUM EN: H

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 ReiPol 330
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

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 IQ: HUM, SC Arch: HUM Art: CPSC, HUM BU: BA EN: H

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 will 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 IQ: HUM, LCD Arch: HUM, HUM Art: HUM, HUM BU: HUM, IS EN: H

L22 History 3320 Explosion on Contact: Combustible Politics of Medical Science in America from Colonial Times to the 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 IQ: HUM BU: HUM EN: H

L22 History 333 The Holocaust: History and Memory of the Nazi Genocide
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 IQ: HUM, LCD, SC, SD Art: HUM BU: ETH, HUM, IS EN: H

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 IQ: HUM, LCD, SC, SD BU: ETH, HUM, IS EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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, SC, SD Arch; HUM Art: HUM BU; HUM IS EN: H

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 IQ: HUM, LCD, SC, SD Art: HUM BU: HUM IS EN: H UColl: HEU, HSM

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 IQ: HUM, LCD Art: HUM BU: HUM IS EN: H

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 decay of morality and the 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 IQ: HUM Art: HUM BU: HUM IS

L22 History 3404 The Creation of Capitalism

This course examines the emergence of commercial, financial, and labor practices prior to the Industrial Revolution at the end of the 18th century. At the same time that students look at how money was made, they will consider contemporary responses to these economic practices, from concerns about usury, market manipulations, and increasing luxury consumption to the promotion of commerce as essential to the prosperity and strength of the nation. The course begins by defining the basic institutions and structures of the medieval Mediterranean, such as banking and credit operations, trading partnerships, and the position of the merchant within Renaissance society. The focus then shifts to merchant capital in an era of centralization, as the Dutch develop the liberal economy and the increasingly centralized states support of monopoly companies and mercantile policies. The course ends by looking at the expanding world of commerce in the era of integration, as European merchants entrench their control of production and trade throughout the globe through their increased social and political importance, the spread of the putting-out system, and the refinement of colonial policies.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM, SD Art: HUM BU: BA

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

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 IQ: HUM, LCD, SC, SD BU: HUM, IS EN: H

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 IQ: HUM, LCD Art; HUM BU: HUM BU: HUM EN: H

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 IQ: HUM BU: BA, HUM EN: H

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 IQ: HUM, LCD Arch; HUM Art: HUM BU: ETH EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD Art: HUM BU: HUM

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 IQ: HUM, SC, SD Art: HUM BU: BA, IS EN: H

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 IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD Art: HUM BU: HUM BU: HUM EN: H

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. BU: BA EN: H

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 and slow return of the "new Europe" by examining the history of Europe from World War I to the present. It considers the
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 BU: HUM EN: H

L22 History 357 All Measures Short of War

This course focuses on the return of great power competition in the 21st century. In particular, it examines the security challenges facing the United States in the form of strategic competition from revisionist states (Russia and China) and hostile threats from rogue regimes (Iran and North Korea). Through a consideration of the strategic, military, political, economic, and intelligence dynamics germane to foreign policy and national security, we will examine the hypothesis that the United States is not likely to go to hot war with any of these four nations but instead resort to what President Roosevelt in another context and time famously called “all measures short of war.”

Same as L07 IAS 356
Credit 3 units. A&S IQ: LCD, SSC BU: IS EN: S

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 IQ: HUM, LCD BU: BA, HUM EN: H

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 IQ: HUM, LCD BU: HUM, IS EN: H

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 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 JIMES 359
Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H
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 method 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 IQ: HUM, SC, SD BU: BA, HUM EN: S

L22 History 3600 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 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 IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

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 IQ: HUM BU: HUM, IS EN: H UColl: HEU, HSP

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 IQ: HUM Art: HUM BU: HUM EN: H

L22 History 3609 Jamaica: A Political History
This course examines the political history of Jamaica from the colonial period to the 1970s. Students will use primary documents (speeches, policy documents, etc.), secondary sources (historical monographs, political biographies, etc.), and film to engage the evolution of Jamaica’s government. The course begins by exploring the colonial governmental apparatus with a view to grasping the impact of the British system on the island’s current political apparatus. This will allow students to engage important debates concerning the transition from colony to postcolony. Additionally, students will discuss the relationship between the governmental structure and the ever-evolving socio-cultural realities in Jamaica, especially as it pertains to race, class, gender, culture, clientelism, patronage, and national identity.
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H UColl: HSM, HTR

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 JIMES 361
Credit 3 units. A&S IQ: HUM EN: H

L22 History 3613 Women and Social Movements: Gender and Sexuality in U.S. Social Movements with History
This course examines the history of grassroots activism and political engagement of women in the United States. Looking at social movements organized by women or around issues of gender and sexuality, the course’s texts interrogate women’s participation in and exclusion from political life. Key movements organizing the course units include the temperance movement, abolitionist movements, women’s suffrage movements, women’s labor movements, women’s global peace movements, and recent immigration movements. Readings and discussion will 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 will 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. Prerequisite: any 100- or 200-level Women, Gender, and Sexuality Studies course or permission of the instructor.
Same as L77 WGSS 361
Credit 3 units. A&S IQ: HUM, SC, SD BU: BA EN: H

L22 History 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 JIMES 3622
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H UColl: CD

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM

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 IQ: HUM, LCD Art: HUM BU: HUM

L22 History 363 The Birth Crisis of Democracy: The New United States of America, 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. Prerequisite: sophomore standing or permission of the instructor.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM, IS EN: H
UColl: HSP, HUS

L22 History 366 The Living American Civil War
This course focuses on the Civil War and Reconstruction as the central drama of American life in the 19th century, and also, the central event of American history itself, to the present day. How do we begin to understand the significance of the killing fields of the American Civil War, its three-quarters of a million dead? The bloody conflict, and its causes and consequences, are explored from multiple perspectives: those of individuals such as Lincoln, McClellan, Davis, Douglass, Grant, Longstreet, and Lee, who made momentous choices of the era; of groups such as the African-American freedpeople and the Radical Republicans, whose struggles for freedom and power helped shape the actions of individuals; and of the historians, novelists, filmmakers and social movements that have fought to define the war’s legacy for modern America. How is the Civil War both long ended and, at the same time, very much alive and still contested in contemporary America? How has it shaped modern Americans’ eruptive engagement with race?
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM

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 IQ: HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

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 IQ: HUM BU: HUM, IS EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H

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 IQ: HUM, SC, SD BU: BA, HUM EN: H

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 IQ: HUM, LCD, SC, SD BU: BA, HUM EN: H

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 such as 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 IQ: HUM, LCD BU: ETH EN: H

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. BU: HUM

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 IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD BU: IS EN: H

L22 History 36CA Heroes and Saints in India: Religion, Myth, History
This course provides an introduction to the history of modern India and Pakistan through the voices of the Indian subcontinent’s major thinkers. We will spend time in the company of saints, from the “great-souled” Mahatma Gandhi to the Sufi scholar Ashraf ‘Ali Thanawi, and we will travel alongside the heroes of peasant politics, women’s rights, and struggles for national and social freedom and equality. We will immerse ourselves in the rich narrative heritage of India as it has been challenged, reworked, and harnessed for present and future needs, from the 19th century through the present. Lecture and discussion format; prior knowledge of India or Pakistan not required.
Credit 3 units. A&S IQ: HUM, LCD EN: H

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 IQ: HUM; BU: BA, IS; EN: H

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 IQ: HUM; SD BU: HUM EN: H

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 IQ: HUM Arch; HUM Art: HUM BU: HUM, IS EN: H

L22 History 3731 Topics in Near Eastern Cultures: Democracies and Dictatorships 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 JIMES 373
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

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

L22 History 3748 Of Dishes, Taste, and Class: History of Food in the Middle East
When the 13th-century author Ibn al-Adin from the city of Aleppo, Syria, titled his book on food "Reaching the Beloved through the Description of Delicious Foods and Perfumes," he was perhaps not concerned so much with simply how to satisfy hunger. Thinking through the title alone opens a window for us on all sorts of cultural, social, economic, and political questions about food and drink. Our history as humans with food is long and complicated. It extends from seeking basic nutrition to contracting diseases. Food also plays a fundamental role in how humans organize themselves in societies, differentiate socially, culturally, and economically, establish values and norms for religious, cultural, and communal practices, and define identities of race, gender, and class.

Food has been one of the most visible signs of social status in any given society and a vital part of many movements of political and social reform and transformation. Food has been a major question in trans-regional, international, and recently global cooperation and conflict as well. This course will cover the history of food and drink in the Middle East to help us understand our complex relation with food and look at our lives from perspectives we intuitively feel or by implication know, but rarely critically and explicitly reflect on. This course does not intend to spoil, so to speak, this undeniably one of the most pleasurable human needs and activities, but rather to make you aware of how food shapes who we are as individuals and societies. We will study the history of food and drink in the Middle East across the centuries until the present time, but be selective in choosing themes, geographic regions, and historical periods to focus on. Course work is geared toward increasing your ability to think about food and drink analytically as a socio-economic and cultural capital, noticeable marker of identity, and indicator of a political position. In a sense we will try to tease out in class why we are what we eat! Please consult the instructor if you have not taken any course in the humanities.

Same as L75 JIMES 374
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA, IS EN: H UColl: CD

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

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 IQ: HUM, WI Arch: HUM Art: HUM BU: H UColl: CD

L22 History 3785 The Second British Empire in World History
Throughout most of the 19th century it appeared that the British Empire was winding down. Most of British North America was now the United States of America, and the remaining West Indian colonies were less valuable after the abolition of slavery. The Indian mutiny and the demise of the Imperial British East India Company raised similar doubts about the worth of Britain's Asian possessions. Yet by 1900 Britain ruled 400 million people and one-quarter of the habitable globe, and most Britons were aware of how food shapes who we are as individuals and societies. We will study the history of food and drink in the Middle East across the centuries until the present time, but be selective in choosing themes, geographic regions, and historical periods to focus on. Course work is geared toward increasing your ability to think about food and drink analytically as a socio-economic and cultural capital, noticeable marker of identity, and indicator of a political position. In a sense we will try to tease out in class why we are what we eat! Please consult the instructor if you have not taken any course in the humanities.

Same as L75 JIMES 374
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA, IS EN: H UColl: CD

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Same as L75 JIMES 374
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA, IS EN: H UColl: CD

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Same as L75 JIMES 374
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA, IS EN: H UColl: CD
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 IQ: HUM, SD EN: H

L22 History 3802 The Supreme Court in American Life, 1789-2006
From Marbury v. Madison in the early 19th century to Dred Scott v. Sanford on the eve of the Civil War and, more recently, Roe v. Wade and Bush v. Gore, the Supreme Court and its composition, its rulings, and its legitimacy have provoked intense and widespread legal, political, and even ethical debate. This course is a survey of the Supreme Court's history and its broader resonance in American life and society, from its first session in 1789 to the present.
Credit 3 units. A&S IQ: HUM EN: H

L22 History 3803 Ancient Greek and Roman Medicine
This course introduces students to the practice and theory of medicine in the ancient Mediterranean, beginning in Egypt and continuing through Greece and Rome. It ends in the Middle Ages. Greco-Roman medicine will be our focus. How was disease understood by practitioners and, as far as can be reconstructed, by laypeople? What form did surgical, pharmacological, and dietetic treatment take? What were the intellectual origins of Greek medicine? The social status of medical practitioners? How was medicine written and in what terms did its practitioners conceive it? Same as L08 Classics 3801
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

L22 History 382C 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.
Same as L12 Educ 301C
Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

L22 History 3843 Filming the Black Freedom Struggle in St. Louis
This inter-disciplinary course introduces 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 St. Louisans who challenged racial segregation in housing and work, fought white mobs in city streets, and battled the destruction of Black communities by federal urban renewal and public housing policies. Students, working with a historian and a filmmaker, will research and make a documentary film on a piece of St. Louis' crucial contribution to the Black Freedom Struggle in America. We bring together documentary filmmaking and history research to draw attention to the multiple narratives (many long-neglected) of African American and urban history, and to the multiple approaches to presenting history.
Credit 3 units. A&S IQ: HUM, SC, SD Art: CPSC, HUM BU: BA EN: H

L22 History 3856 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 JIMES 366
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM, LCD BU: HUM IS EN: H

L22 History 3860 Empire in East Asia: Theory and History (Writing Intensive)
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 IQ: HUM, LCD, WI BU: IS EN: H

L22 History 3865 Topics in Jewish History
Consult course listings for current topics. Prerequisite: permission of instructor.
Same as L75 JIMES 386
Credit 3 units. A&S IQ: HUM BU: BA EN: H

L22 History 3875 The Second British Empire in World History
Throughout most of the 19th century it appeared that the British Empire was winding down. Most of British North America was now the United States of America, and the remaining West Indian colonies were less valuable after the abolition of slavery. The Indian mutiny and the demise of the Imperial British East India Company raised similar doubts about the worth of Britain's Asia possessions. Yet by 1900, Britain ruled 400 million people and one-quarter of the habitable globe, and most Britons were confident that this new "second" British Empire would rival the Roman Empire by lasting for centuries. This course surveys the sudden rise and equally unexpected collapse of the 20th-century British Empire from the perspective of its subjects.
Credit 3 units.

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

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 IQ: HUM, SD Art: HUM

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. EN: H

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 IQ: HUM, LCD, WI BU: BA EN: H

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 IQ: HUM, WI EN: H

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 IQ: HUM, LCD, WI BU: IS EN: H

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 been from 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 ReiPol 390
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: ETH EN: H

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 IQ: HUM, LCD, SD BU: HUM, IS EN: H

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 mendicant movement; and the reform movements of the 15th century. Same as L23 Re St 393
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H UColl: HAF, HSM

L22 History 3961 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 IQ: HUM EN: H

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 IQ: HUM, LCD BU: ETH IS EN: H

L22 History 399 Senior Honors Thesis and Colloquium: Writing-Intensive Seminar
Prerequisites: satisfying standing as a candidate for Senior Honors and permission of thesis director.
Credit variable, maximum 4 units. A&S IQ: HUM, WI EN: H

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

L22 History 4010 Capstone Seminar: Antisemitism and Islamophobia: A Comparative Perspective
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 JIMES 4001
Credit 3 units. A&S IQ: HUM EN: H

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 JIMES 4020
Credit 5 units. EN: H

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 JIMES 4060
Credit 3 units. A&S IQ: HUM, LCD EN: H

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 role...
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 nation-state-building 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 JIMES 405
Credit 4 units. A&S IQ: HUM EN: H

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 enrapured 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 IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA EN: H

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 IQ: HUM Arch: HUM Art: HUM EN: H

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 IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

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 reinvigorate 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 IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

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.

L22 History 4444 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, rabbinc, 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 (halakha) 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

L22 History 4450 Topics in Islam: History of Political Thought
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. Prerequisites: advanced knowledge of Arabic preferred but not required. Same as L75 JIMES 445
Credit 3 units. A&S IQ: HUM BU: IS EN: H

L22 History 4451 Religion and the State: Global Mission, Global Empire
This course explores the complex intersections among U.S. political power on a global stage, and religious institutions and identities. Readings and discussions are organized around two very broad questions. First: How has this nation's history been shaped by religious "others" both inside and outside its borders? Second: How have perceptions of those others in turn affected U.S. responses to circumstances of global consequence — including, for example, foreign policy and diplomacy, missionary activity, and economic practices? Same as L57 RelPol 495
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

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 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 IQ: HUM Arch: SSP Art: SSP EN: H

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: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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 IQ: HUM Arch: HUM Art: HUM EN: H

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/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 will also be explored.

Same as L97 IAS 4611
Credit 3 units.

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.

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.

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.

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.

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.

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.

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.

Credit 3 units.

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 IQ: HUM, LCD BU: HUM, IS EN: H

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 Thracian and Illyrian, 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 BU: HUM EN: H

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 leitmotif 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 JIMES, but the course is open to all advanced students provided that they consult the instructor prior to enrolling. Knowledge of a relevant primary language is highly desired but not required.

Same as L25 JIMES 4970
Credit 3 units. A&S IQ: HUM EN: H

L22 History 481W 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. Same as L22 Educ 481W
Credit 3 units. A&S IQ: HUM, SC, SD, WI EN: H

L22 History 4823 Senior Seminar in Religious Studies
The topic for this seminar differs every year. Previous topics include Governing Religion; 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 IQ: HUM, SD Arch: HUM Art: HUM BU: ETH EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

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.

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.

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 IQ: HUM EN: H

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 IQ: HUM, LCD Art: HUM EN: H

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 disenchantment 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 EN: H

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

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 BU: HUM, IS EN: H

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 IQ: HUM, LCD EN: H

L22 History 48AD Advanced Seminar: Enlightenment, Then
The Enlightenment. The word is laden with polemical meaning,
at once celebrated as the beginnings of modernity — whatever that may mean — and at the same time charged with everything
wrong with it. Its main intellectual figures — Adam Smith, Kant, Voltaire, and Beccaria — are frequently celebrated and
sometimes reviled. Can one even speak of the Enlightenment?
Was there a program, a goal, or a hidden five-year plan
devised by a central committee? Was it truly dedicated to
reason, liberty, and human rights? If so, why did so many of its
thinkers champion and embrace inequality, slavery, racism, and
despotism? Is it a movement or a set of ideas? Did it emancipate or exclude? If there were no core tenets, why has the label
stuck? Could we not say that something changed in the 18th
century? If so, what? What are the hopes and the critiques
that people, and now, have invested in the idea of the
Enlightenment? This is a long list of questions; if nothing else,
the Enlightenment was all about providing answers.
Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM

L22 History 48IB Advanced Seminar: New York, New York:
The Empire City from Stuyvesant to Trump
This research seminar engages the long history of greater New
York City: from the place Native Americans called Manna-hata
to the largest city in the United States and the world political,
financial, and cultural capital that it is today. The course explores New York City's ambivalent relationship with America, with the world, and with itself. It focuses on matters of power — how, in different moments of the city's history, it was defined, who held it, and how various groups managed to contest for it; matters of exchange and extraction — political, cultural, and economic; and matters of belonging — whether a city of immigrants, exiles and refugees succeeded in becoming a home for the homeless. It pays close attention to both the micro — the street corner and the political ward; the bridge and the tunnel; the gentrifying neighborhood; the mosaic of the city's foodways; the theater, financial, slaughterhouse, brothel, and other districts — and the macro — the banks and the stock exchange; the port and transit authorities; the instrumentalities of knowledge and cultural production in the city's universities, print media, clubs, and salons; the sports empires; and the political machines, organized crime, grassroots labor and political movements, insurgencies, and undergrounds. Above all, the course will foreground the city's massive and unbearably contradictions, as a city of skyscrapers and of basement dives, lures, and snares; as a symbol of the future and freedom bound to traumatic, slave, and unfree pasts; as a symbol of modern independence bound to modern interdependence; and as a place of renaissances and ruinations, where the world either comes together or spectacularly falls apart. Sites of potential investigation, in a list that is suggestive rather than exhaustive, range from the African Burial Ground to the 9/11 Memorial and Museum, from Hamilton to Hamilton, from Boss Tweed to Robert Moses, from the Five Points to Chinatown, from Delmonico's to Sylvia's, from Blackwell's Island Lunatic Asylum to Hart Island Potter's Field, from the African Free School to Ocean Hill-Brownsville, from Marcus Garvey to Amadou Diallo, from Billie Holiday to Andy Warhol, from James Baldwin's Harlem to Stonewall, from George Steinbrenner to Jerry Seinfeld, from the Gowanus Canal to Estée Lauder, and, in the spirit of the course title, from Stuyvesant to Trump. Students will engage with the history of New York City via three-page book reviews, a three-page site analysis, and two five-minute oral reports on assigned readings before conducting their own original research in consultation with the instructor that will culminate in a 15-page final essay. Attendance at all classes and participation in class discussions required. Credit 3 units. BU: HUM

L22 History 4905 Advanced Seminar: Issues in the History of American Medicine
This seminar examines major issues and themes in the history of American medicine. Specific topics include: the changing image of the physician; professional authority; and the rise in the status of the medical profession during the past one hundred years. Credit 3 units. A&S IQ: HUM Art: HUM

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.

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 IQ: HUM Art: HUM

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 IQ: HUM Art: HUM

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 IQ: HUM, LCD Art: HUM

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 IQ: HUM, LCD Art: HUM
L22 History 4965 Advanced Seminar: Magic, Heresy and Witchcraft in the Medieval World, 350-1550
This seminar 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 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, the boundaries of heaven and earth. How do modern historians use medieval documents to evoke the lives of men, women, and children who believed in magic or were accused of heresy? Can this only be done through a form of historical anthropology? What methods do historians use in trying to understand past ideas and practices? What is historical truth then? What is the relationship of supposedly heterodox belief and behavior with religious orthodoxy? How do we define religion? A theme throughout this seminar will be the definition of evil and the powers of the devil. Students will write a short historiographic essay and a long research essay. Prerequisite: sophomore standing or permission of the instructor.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art; HUM EN: H

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.

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.

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 IQ: HUM EN: H

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 IQ: HUM, LCD Arch: HUM Art; HUM EN: H

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 IQ: HUM, LCD Arch: HUM Art; HUM EN: H

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.

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 IQ: HUM, LCD EN: H

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, 1760-1858.
Credit 3 units. A&S IQ: HUM, SD EN: H

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 IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

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 IQ: HUM, LCD EN: H

L22 History 4998 Advanced Seminar: The Crusades
This seminar will study the phenomenon of crusading in medieval Latin Christendom, from the First Crusade proclaimed by Pope Urban II in 1095 to the late crusades of the 14th and 15th centuries. We will particularly focus on crusading in the 12th and 13th centuries, when the ideas and practices of being a martial pilgrim were developed and formalized by the church. The concept of holy war in Latin Christianity and Islam will be examined. We will analyze the Fourth Crusade and the sack of Constantinople in 1204. We will investigate the Albigensian Crusade (1208-1229) into what is now southern France, when Christians were promised salvation for killing other Christians. Topics to be discussed are the Kingdom of Jerusalem and other crusader colonies in the Levant, women on crusade, the poetry of crusading, chivalry, military orders like the Knights Templar and the Hospitallers, and violence as a redemptive act. One historiographic paper and a research essay will be required.
Credit 3 units. A&S IQ: HUM, LCD EN: H

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.
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 IQ: HUM, LCD, SD BU: IS EN: H

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.

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 IQ: HUM, LCD EN: H

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 ranks 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 IQ: HUM EN: H

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. It 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 IQ: HUM, SD EN: H

L22 History 49SC Advanced Seminar: Incredible India!
Sex and sexuality are recurring aspects of India's engagement with "the West." In this advanced seminar, we trace the incredible history of India's global sexual engagements, chiefly in its relationship with the United States. Whether it be the Kamasutra, the Taj Mahal, Bhagwan Rajneesh (the "sex guru"), surrogacy, transnational adoption, or tantra, Indians have frequently traded sex to build cultural power and exceptionalism. The United States has provided an especially fertile terrain for the expansion of Indian sexual capital. How did this process produce mobility, exclusion, and violence? Why did India deploy sex to communicate with, translate, and even control an empire? How have seemingly traditional social categories of caste, gender, religion, and even language been reshaped by India's global sexual history? Is it possible to interrupt the rise of globally mobile, normative sexual subjects and their entanglement with the U.S. empire?
Credit 3 units. A&S IQ: HUM, LCD EN: H

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." However, 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 with 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 IQ: HUM, LCD EN: H

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: H

Interdisciplinary Project in the Humanities

The Interdisciplinary Project in the Humanities (IPH) is a
rigorous program for highly motivated students whose interests
draw them beyond traditional academic categories. The
major, which usually leads to a degree with honors, combines
an introductory core — a focused study of texts central to
the European, American and Asian philosophical, religious
and literary traditions — with an area of concentration: an
advanced cluster 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 in such topics as encounters
between East Asian and Western medical traditions or the
literature of mysticism.

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 engage in the historical and formal analysis of those
and many other texts; they become skilled at research in at
least one foreign language; and they are given considerable
experience in creative, independent scholarly inquiry. 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 life-long intellectual discovery.

Phone: 314-935-4200
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Participating Faculty

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(German)
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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 Traditions core courses, shown below; a humanities-based Ampersand program plus two of the IPH courses in the core; or a humanities-related Beyond Boundaries course plus three of the core courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>IPH 201A</td>
<td>Ampersand: Puzzles and Revolutions: Text and Tradition</td>
<td>3</td>
</tr>
<tr>
<td>IPH 201B</td>
<td>Ampersand: The Great Economists: Text and Tradition</td>
<td>3</td>
</tr>
<tr>
<td>IPH 201C</td>
<td>Ampersand: Classical to Renaissance Literature</td>
<td>3</td>
</tr>
<tr>
<td>IPH 203C</td>
<td>Ampersand: Early Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>IPH 207C</td>
<td>Ampersand: Modern Political Thought: Text and Traditions</td>
<td>3</td>
</tr>
<tr>
<td>IPH 209</td>
<td>Ampersand: Scriptures and Cultural Traditions: Text &amp; Traditions</td>
<td>3</td>
</tr>
<tr>
<td>IPH 3050</td>
<td>Ampersand: Literary Modernities in Europe and America: Text and Tradition (IPH 3050 is an updated version of IPH 205C Literary Modernities)</td>
<td>3</td>
</tr>
<tr>
<td>IPH 310</td>
<td>Ampersand: An Intellectual History of Sex and Gender: Text and Tradition</td>
<td>3</td>
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</tbody>
</table>

Core Program

Students typically begin the core program during their 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 Traditions, two courses in the Text and Traditions program in combination with an Ampersand program in the humanities, or three core courses plus a humanities-related Beyond Boundaries course. (Some of the current Ampersand and Beyond Boundaries offerings in the humanities include Cuba: From Colonialism to Communism, Writers as Readers/Readers as Writers, The Art of Medicine, and Literary Culture of Modern Ireland. Please refer to the First-Year Programs webpage (https://artsci.wustl.edu/fyp) for more information.) Students in the core program apply for admission to the major during their sophomore year by submitting a portfolio of three previously written essays and a letter of recommendation from a Text and Traditions professor; admission is completed by means of a self-assessment interview.

Once admitted to the program, each student designs, in consultation with the IPH faculty, a program of advanced course work. During the second semester of the sophomore year, students are encouraged to 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, history of philosophy). During 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 as well as 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; in the spring, they take a capstone Senior Colloquium. In addition, they complete and present their capstone projects 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, the history of the novel, and carceral studies. 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 Medieval and Early Modern Studies track, for example, enroll either in Text and Traditions or in the Renaissance Ampersand 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 medievalists and early modern scholars.
Required Courses

Required courses, in addition to the above listed for the major, are as follows:

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<thead>
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<tbody>
<tr>
<td>IPH 301</td>
<td>Sophomore Research Tutorial</td>
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<tr>
<td>IPH 401</td>
<td>IPH Thesis Prospectus Workshop</td>
<td>3</td>
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<tr>
<td>IPH 403</td>
<td>Senior Thesis Tutorial</td>
<td>3</td>
</tr>
<tr>
<td>IPH 405</td>
<td>Theory and Methods in the Humanities: Rethinking Freedom and Coercion</td>
<td>3</td>
</tr>
<tr>
<td>IPH 450</td>
<td>Interdisciplinary Topics in the Humanities</td>
<td>3</td>
</tr>
<tr>
<td>IPH 455</td>
<td>IPH Senior Colloquium: Interdisciplinary Topics in the Humanities</td>
<td>3</td>
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</tbody>
</table>

Total Units: 17

The remaining 9 to 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 Minor in Text and Traditions

Units required: 15

Text and Traditions 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, with comparative excursuses into non-Western texts and traditions.

For students majoring in a science, the Text and Traditions minor provides 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 Traditions.

Required courses:

Five of the following courses:

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<tr>
<td>IPH 203C</td>
<td>Ampersand: Early Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>IPH 207C</td>
<td>Ampersand: Modern Political Thought: Text and Traditions</td>
<td>3</td>
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</tbody>
</table>

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 active 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. By 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):

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>IPH 312</td>
<td>Introduction to Digital Humanities</td>
<td>3</td>
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</table>
| 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>IPH 432</td>
<td>PROTA Programming for Text Analysis (2 units)</td>
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</table>

(It should be noted that IPH 431 has no prerequisites in Mathematics.) 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. A student can complete this minor with only 6 units of course work by devoting 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 to be a valuable experience. Most students pursuing the minor will fill their required 3 units of research through project in the Humanities Digital Workshop.

**Courses**


**L93 IPH 150 First-Year Seminar: Walls, Borders, and Frontiers: Making Others, Making Ourselves**
Credit 3 units. A&S: FYS A&S IQ: HUM BU: BA, HUM EN: H

**L93 IPH 171 First-Year 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 come with said membership.
Credit 3 units. A&S: FYS A&S IQ: HUM, SC, SD EN: H

**L93 IPH 200C Ampersand: Classical to Renaissance Literatures**
Study 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 course 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 IQ: HUM, LCD Art: HUM BU: HUM EN: H

**L93 IPH 201B Ampersand: 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 course 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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

**L93 IPH 201C Ampersand: Classical to Renaissance Literature**
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.


L93 IPH 203C Ampersand: Early Political Thought
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.


L93 IPH 206 The Idea of America
Credit 3 units.

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


L93 IPH 209 Ampersand: Scriptures and Cultural Traditions: Text & 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 Qur’an 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

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.

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 IQ: HUM EN: H

L93 IPH 260 From Literature to Opera
Much operatic repertoire is based on classics of literature, from the very first operas of 1598-1600 to the present day. From Literature to Opera will introduce students to the world of opera through a close study of a few select works based on major literary subjects, beginning with the literary works themselves and proceeding to the ways the texts are adapted for the musical stage and then transformed into another genre through their dramatic musical settings. For 2018 the works studied will be Virgil’s and Ovid’s versions of the Orpheus myth set to music by Claudio Monteverdi in 1607 as one of the earliest operas. Next we will move on to Carlo Goldoni’s play, Don Juan, which was composed by Mozart as Don Giovanni in 1787. Shakespeare will be represented by the ultimate tragedy of words, Othello, and Giuseppe Verdi’s Otello of 1887. The course will conclude with Claude Debussy’s Pêleas et Mélisande of 1902, based on Maurice Maeterlinck’s 1892 symbolist play of the same name. No previous musical experience required. The class will be conducted as a seminar focused on student participation. Each student will also choose an opera based on a literary work as the subject of two 10-page papers. The first, due at midterm, will study the literary source and the way it is adapted as an operatic text (libretto). The second, due at the end of finals week, will analyze how the libretto is dramatized through the music. One of the important purposes of class discussion will be to develop a usable vocabulary for describing music and its dramatic effects.


L93 IPH 299 Research Internship in the Humanities
Credit variable, maximum 3 units.

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 IQ: HUM EN: H
L93 IPH 3050 Ampersand: Literary Modernities in Europe and America: 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 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 IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L93 IPH 307 Ampersand: Literary Modernities in East Asia: The Interplay of Tradition, Modernity, & Empire: Text & Tradition
This course will explore the complex forces at work in the emergence of modern East Asia through a selection of literary texts spanning fiction, poetry, and personal narrative. Our readings — by Chinese, Japanese, Korean, and Taiwanese writers and poets — will point to the distinctively different and dramatically-shifting circumstances of modern East Asian nations and peoples, as well as to their shared values and aspirations.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L93 IPH 310 Ampersand: 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 IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA EN: H

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 IQ: HUM, WI Art: HUM BU: HUM EN: H

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 IQ: HUM Art: HUM BU: HUM EN: H

L93 IPH 315 Independent Study in the Interdisciplinary Project in the Humanities
Credit 3 units.

L93 IPH 318 Ampersand: Lincoln: Then and Now: Text & Tradition
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 IQ: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM Art: HUM EN: H

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, Sarrute, 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 IQ: HUM Art: HUM EN: H

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 IQ: HUM BU: ETH EN: H

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 IQ: HUM Art: HUM EN: H

L93 IPH 399 Internship in Digital Humanities
A practicum in digital humanities. Students will work on one or more faculty research projects sponsored by the Humanities Digital Workshop. While we will try to assign students to projects that align with their research interests, we will also aim for assignments that will help students extend their skills.

Credit variable, maximum 6 units.

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 IQ: HUM, WI EN: H

L93 IPH 403 Senior Thesis Tutorial
Credit 3 units.

L93 IPH 405 Theory and Methods in the Humanities: Rethinking Freedom and Coercion
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

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 herdsmen” 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 IQ: HUM, LCD EN: H

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 IQ: HUM EN: H

L93 IPH 425 Humanities by the Numbers: Essential Readings in Digital Humanities
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 IQ: HUM Arch: HUM Art: HUM EN: H

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 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 market 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 1 unit. A&S IQ: HUM EN: H

**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, SC, SD Arch: HUM Art: HUM BU: BA, ETH EN: H

**L93 IPH 428 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.

**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

**L93 IPH 439 Programming for Text Analysis**

This course will introduce basic programming and text-analysis techniques to humanities students. Beginning with an introduction to programming using the Python programming language — it will cover the concepts required for working with text corpora. We will cover the basics of acquiring data from the web, string manipulation, regular expressions, and the use of programming libraries for text analysis. Later in the course, students will be introduced to larger text corpora and learn to calculate simple corpus-statistics, techniques such as tokenization, chunking, extraction of thematically significant words, stylometrics and authorship attribution. We will end with a brief survey of more advanced text-classification terminology and topics from natural language processing such as stemming, lemmatization, named-entity recognition, and part-of-speech tagging.

Credit 2 units. A&S IQ: HUM Arch: HUM Art: HUM BU: H

**L93 IPH 440 The Ethics, Politics, and Law of Big Data**

This course will explore the phenomenon of "big data" — the use of very large datasets that make new predictive algorithms and other advanced data analytics possible — and provide students with an opportunity to think critically about the applications of new information technologies and to develop an awareness of their ethical and political context. We will begin by addressing the philosophical question of what, if anything, is special about big data. What makes today's digital data ecosystems different from the ways in which scholars, governments, and businesses have used data and statistics for centuries? We will then examine questions about the ethics, politics, and law of contemporary information technology. Topics will include the moral philosophy of privacy; the theoretical foundations of American and European privacy law pertaining to big data; the ethics of using predictive algorithms in criminal sentencing and marketing; the ethical considerations that bear on academic research using "big data"; and differences and similarities between the ways in which computer code ("West Coast Code") and laws ("East Coast Code") regulate conduct. Readings will include excerpts from Ian Hacking's "The Taming of Chance," Safiya Umoja Noble's "Algorithms of Oppression," Cathy O'Neil's "Weapons of Math Destruction," Evgeny Morozov's "To Save Everything, Click Here," and Frank Pasquale's "The Black Box Society." Assignments for the course will include both academic papers and practical exercises, such as drafting a mock privacy policy for a tech company accumulating large quantities of personal data about its consumers.

Credit 3 units. A&S IQ: HUM BU: BA, ETH EN: H

**L93 IPH 450 Interdisciplinary Topics in the Humanities**

Credit 3 units. A&S IQ: HUM, LCD, WI EN: H
L93 IPH 4502 The Intellectual History of Race and Ethnicity
Credit 3 units. A&S IQ: HUM, LCD, SC BU: BA EN: H

L93 IPH 450A Interdisciplinary Topics in the Humanities
Credit 3 units.

L93 IPH 455 IPH Senior Colloquium: Interdisciplinary Topics in the Humanities
Credit 3 units. A&S IQ: HUM: H

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 IQ: HUM EN: H

L93 IPH 494 Milton and the Trials of Conscience: Poetry, Poetics, and Polemics
Major poems and prose works in relation to literary and intellectual currents of the 17th century.
Same as L14 E Lit 494
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

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? IAS 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 contemporary and historical points 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 and to understand the cultural contexts in which the language is spoken; however, it also requires the study of more than one world area. In addition to conventional course work, IAS encourages the exploration of contemporary foreign affairs through speakers, conferences and faculty panels, and it 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. 598)
- Concentration in Eurasian studies (p. 602)
- Concentration in global cultural studies (p. 605)
- Concentration in international affairs (p. 608)

Please visit the separate European studies (p. 438) 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:**

- Students must receive a grade of C+ or higher in all IAS courses; all courses taken for IAS credit must be taken for a letter grade, including language courses.
- Students must fulfill the standard IAS foreign language requirement: the successful completion of four semesters of one language appropriate to their concentration (more details below).
- Students must complete one semester of language before declaring the major.
- We strongly encourage students to study abroad (https://ias.wustl.edu/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).
- The course listings (https://acadinfo.wustl.edu/Courselistings/Courses.aspx?Mode=ILE) for details about the language sequences. (On the "A&S IQ" tab, click on "Courses," and then toggle "Area Requirement" to "LS Language & Cultural Diversity-Language" and click "Search" to see a list of available language courses.)
- 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 (e.g., 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, summer school from other U.S. universities, or any combination thereof. (All 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.
- All advanced credits counting for the IAS major 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. Students must complete one semester of language to be eligible to declare the major in IAS.

Students are encouraged to study more than one language at Washington University, but they must satisfy their IAS language requirement by demonstrating competence in at least one language through the fourth semester. Available modern languages include Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish and Swahili. Students should consult the course listings for details about the language sequences. (On the "A&S IQ" tab, click on "Courses," and then toggle "Area Requirement" to "LS Language & Cultural Diversity-Language" and click "Search" to see a list of available language courses.)

**Special note for Spanish speakers:** The following Spanish courses are not part of the regular sequence that are counted toward the four semesters of foreign language: Intermediate Spanish Conversation and Culture (L38 223), Business Spanish (L38 351), Medical Spanish (L38 352), and Spanish for the Social Sciences (L38 355). Some students might find these courses valuable for other reasons. For questions about this, students should consult with their major adviser.

Advanced foreign language courses in literature and culture used to satisfy the foreign language requirement may be counted as advanced credit for IAS majors as long as they are cross-listed with or approved for study abroad credit for the student's IAS concentration and provided the courses are not being counted toward any other degree.
Language courses taken to fulfill the IAS language requirement may count toward another major or minor unless they are being counted as advanced elective units for the IAS major requirement.

**Students With Prior Language Experience**

**Native speakers** of a foreign language: Students must satisfy the four-semester requirement in another language appropriate to their concentration.

**Heritage speakers** who do not have a native level of fluency: Students must seek appropriate placement by the coordinator of the language program and complete the four-semester requirement.

**Transfer students** who have taken language courses: Students may receive credit for the courses as part of the four-semester IAS foreign language requirement only if a placement exam is taken upon arrival at or return to Washington University and the foreign language department determines that the student may progress to the next highest level of language instruction.

**Students who take a foreign language course at another institution** (whether in the United States or abroad): Students may receive credit for the course as part of the four-semester IAS foreign language requirement only if (1) the credit is transferred back as Washington University credit; and (2) students take a placement exam upon their return to Washington University and the foreign language department determines that they may progress to the next highest level of language instruction.

**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 toward the major. For those students 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 grade-point average of 3.65 or higher in order to qualify for Senior Honors. Students should enroll in IAS 485 Preparation for IAS Honors Thesis during the fall of senior year and in IAS 486 IAS Senior Honors Thesis during the spring of senior year (under the corresponding section number of the faculty member overseeing the student's thesis).

**Minors**

The International and Area Studies program does not offer a minor.

**Courses**


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**L97 IAS 103B First-Year Seminar: 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 policy-making 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. Course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC BU: BA, IS EN: S

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**L97 IAS 111 First-Year Seminar: The Vietnam Wars**

US-centric historical narratives of the Vietnam War obscure the perspectives and lived experiences of the Vietnamese. The social, ethnic, and religious diversity, and the political and gender-related complexities of the Vietnamese are typically neglected. By focusing almost exclusively on Vietnam, US narratives of the war also tend to gloss over the wider regional dimensions of the conflict. In the interest of redressing this imbalance, this course examines the outlook, values, agency, and experiences of northern and southern Vietnamese, as well as rural and urban Cambodians and Laotians. Drawing on a wide range of primary and secondary sources it provides a macro and micro level historical analysis of Vietnam, Cambodia, and Laos from the premodern era until the present. In so doing, it explores the early sociocultural foundations of ancient Southeast Asian civilizations, the impact of Chinese and French colonialism, and Japanese occupation, the rise of Indochinese nationalist and communist revolutionary movements, the process of decolonization, the impact of U.S. military intervention, the rise and fall of the Khmer Rouge, postwar political and economic developments, and the memories and multiple meanings of the Vietnam Wars for Southeast Asians. Course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: LCD, SSC BU: BA, IS EN: S

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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 IQ: HUM: H

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 McKelvey 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 INTER D 130

L97 IAS 135 First-Year 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 United States 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 about whether or not Olive Boulevard constitutes a Chinatown in St. Louis.
Credit 3 units. A&S: FYS A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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—acted 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: FYS A&S IQ: HUM EN: H

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 IQ: HUM, LCD BU: HUM, IS EN: H

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.
Same as L61 FYP 1503
Credit 1 unit. A&S: AMP

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 L61 1503 workshop. Course content will foster critical thinking and push students to explore the significance of cultural and social identities in a globalized society. Students plan a second campus event, and an optional off-campus trip provides further opportunities to engage with experts at large and to gain new perspectives on the topics discussed in class.
Same as L61 FYP 1504
Credit 1 unit. A&S: AMP

L97 IAS 155 First-Year 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. NOT AVAILABLE TO STUDENTS WHO ARE ENROLLED IN OR WHO HAVE TAKEN L61 116. Course is for first-year, non-transfer students only.
Health and disease have been experienced and understood. Empire and war — in determining the myriad ways in which religious beliefs and dietary practices to inequality, poverty, 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 IQ: HUM, LCD, SC, SD BU: IS EN: H

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: FYS A&S IQ: SSC BU: IS EN: S

L97 IAS 164 Introduction to World History: The Second World War in World History
This introduction to World History uses World War II as a lens through which to examine the methodologies, approaches, and sources that historians employ to understand and analyze historical periods. The class will explore the global connections and interactions that characterize World History. The emphasis of this course will be on digging into topics that are traditionally neglected: the impact of the war on race, gender, family, and children; on daily life; and on daily ethical decision making. Same as L22 History 164 Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD BU: HUM, IS EN: H

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 IQ: HUM, LCD, SC, SD BU: IS EN: H

L97 IAS 207 Crossing Borders: An Introduction to Institutions and Concepts in International and Area Studies
This course provides an overview of the emergence of international governing institutions, the ideologies that shaped them, and concepts helpful for understanding them. Identifying the systems that have emerged to govern modern human societies at the national and international levels provides the means to consider how human beings are categorized within those systems, as citizens, subjects, asylum seekers, refugees, and the stateless. We engage a few classic works, including “The Communist Manifesto,” “Imagined Communities,” and “Orientalism,” and we discuss how they have transformed knowledge. The goal is for students to gain an empirical grasp of world institutions and a critical vocabulary that will provide the means for an informed engagement with international issues across different world regions and academic approaches. Credit 3 units. A&S IQ: LCD, SSC, SC BU: IS EN: S

L97 IAS 208 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 JIMES 208F Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, IS EN: H

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
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 Islam 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 JIMES 210C
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L97 IAS 223 Korean Civilization
A historical survey 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 IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

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 IQ: HUM BU: IS EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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 IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA, IS EN: H

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 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 IQ: HUM, LCD BU: IS EN: H

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 IQ: HUM, LCD BU: IS EN: H

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 IQ: HUM, LCD BU: HUM, IS EN: H

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 IQ: HUM, LCD BU: HUM, IS EN: H

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 IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

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 IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

L97 IAS 3030 Daost 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.

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. Enrollment priority given to IAS majors.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

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 IQ: HUM, SD Art: HUM BU: BA EN: H

L97 IAS 3043 Survey of Brazilian Culture: Race, Nation and Society
This course will introduce students to Brazilian culture from the colonial period to the present through literature, art, music, film, and other cultural forms. The course gives a historical overview of Brazilian culture and society, exploring major sociohistorical and artistic moments from the colonial, imperial, and republican periods as well as their “legacies” or influences on Brazilian society. Students will learn about the Amerindian, European, and African influences of Brazilian culture through the study of representative texts and cultural practices. The course also illustrates Brazil’s place within Latin America and the world. The course will seek to deconstruct and expand preconceived notions of Brazil, such as Lusotropicalism and racial democracy. Classes will combine lectures by the instructor, student presentations, collective debates, and cooperative learning, and it will entail the use of required bibliography and audiovisual materials.
Same as L45 LatAm 304
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: IS EN: H

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.
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 IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: IS EN: S

L97 IAS 305M 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.
Same as L48 LatAm 305
Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

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 IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S UColl: CD

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 Gunesekera, 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 IQ: HUM, LCD Art: HUM BU: HUM

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

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 IQ: LCD Arch: SSC Art: SSC BU: IS EN: H

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 feminism, 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 will be 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 IQ: LCD Arch: SSC Art: SSC BU: IS EN: S

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 IQ: HUM, LCD: HUM, IS: EN: H UColl: CD

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 IQ: HUM, LCD BU: ETH EN: H UColl: CD

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 IQ: HUM, LCD BU: BA, HUM EN: H UColl: CD

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

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 IQ: HUM, LCD BU: HUM Art: HUM BU: IS EN: H UColl: CD

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. BU: HUM, IS EN: H

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 stricatures 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 IQ: HUM BU: HUM BU: HU Coll: H

L97 IAS 3132 Introduction to Comparative Arts
Same as L16 Comp Lit 313E
Credit 3 units. A&S IQ: HUM, LCD BU: HUM BU: HUM EN: H
L97 IAS 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

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

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 IQ: HUM, LCD, SD BU: HUM, IS EN: H

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 IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

L97 IAS 3165 Chinese Diaspora: A Social History of Global Migration
Five hundred years ago, the Chinese population was concentrated in core areas of China Proper. Beginning in the 16th century, significant numbers of Chinese people moved to the frontiers of an expanding China and across its borders, to Japan and Southeast Asia, to the Americas and Australia, and to Africa and Europe. Although Chinese migration certainly existed beforehand, the period from the 16th century to the present day is marked by the emergence of sustained movement of non-state actors and the development of institutions — ranging from native-place associations to tourist agents’ websites — that supported this vast circulation of people. Likewise, in many emigrant communities and host societies, Chinese diasporic families adapted to migration as a way of life. This course traces this worldwide circulation of Chinese people over these five centuries.
Same as L22 History 3165
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

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 IQ: HUM, LCD BU: HUM, IS EN: H

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

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L97 IAS 318 Learning to Use GIS in Development, Area Studies and International Affairs
In this course you will be introduced to the concept of spatial thinking, which will help you determine why and when to use GIS to address a spatial problem relevant to International and Area Studies. The course will be organized into four sections based on 1) area studies, focused on demographic
British films such as The King's Speech, and the intermittent success of British cinema and Hollywood: co-productions, trade barriers, continuing theme is the complex economic relationship between as 1930s documentary, Ealing comedy and Hammer horror. A Credit 3 units.

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 IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

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 Credit 3 units. A&S IQ: HUM BU: IS EN: H

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 IQ: HUM, LCD BU: HUM, IS EN: H

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 IQ: LCD, SSC Art: SSC BU: BA, IS EN: S

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 IQ: HUM, LCD, LS BU: ETH EN: H

L97 IAS 3214 Contemporary Chinese Popular Culture
With the rise of the Chinese economy and global capitalism, popular culture has proliferated in mainland China in recent years. This course traces the development of Chinese popular and youth culture and society from the 1990s to the present. It also refers back to modern times and ancient Chinese Confucian philosophy for historical background information. The course covers various forms of Chinese popular culture, such as movies, music, television programs, internet literature, religion, sports, and food. Students observe primary resources and read academic articles to engage in a multiperspectival and multimedia view of present-day China in the age of globalization and East Asian regionalization. Same as L04 Chinese 3211 Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

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 1492-1815). 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 IQ: HUM, LCD, SC, SD BU: HUM, IS EN: H

L97 IAS 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 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 IQ: HUM, LCD, SD BU: HUM, IS EN: H

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 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, which are epitomized by the Vatican Museums, the Uffizi Gallery, and the Capitoline Museums. We will conclude by examining the impact of the Fascist propaganda museums instituted under Mussolini's regime on national and cultural identity.

Same as L36 Ital 3224
Credit 3 units.
A&S IQ: HUM, LCD EN: H

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 & ethnicity; the Mexican and Cuban Revolutions; US 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

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 IQ: LCD BU: HUM, EN: H

L97 IAS 3248 Intercultural Communication
"Intercultural communication" and "cross-cultural communication" are interchangeable terms that refer to the field of studies covered in this course. We take a critical approach to topics and issues that emerge in intercultural settings, from verbal and nonverbal cues, tastes and smells, and signs and symbols to perceptions of space, individualism, and collectivism as well as intercultural encounters in the business and medical fields. The readings cover case studies of different world regions across various cultural, linguistic, and ethnic groups. This course aims to provide analytical tools to understand and navigate cultural differences and to develop critical skills of intercultural competence in an increasingly interconnected world.

Credit 3 units.
A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

L97 IAS 324C Japan Since 1868
For some, the word Japan evokes Hello Kitty, animated films, cartoons, and sushi. For others, it makes them think of the Nanjing Atrocity, "comfort women," the Bataan Death March, and problematic textbooks. Still others will think of woodblock prints, tea ceremonies, and cherry blossoms or perhaps of Sony Walkmans and Toyota automobiles. At the same time, still others may have no image of Japan at all. Tracing the story of Japan's transformations — from a preindustrial peasant society managed by samurai-bureaucrats into an expansionist nation-state and then into its current paradoxical guise of a peaceful nation of studies covered in this course. We take a critical approach to topics and issues that emerge in intercultural settings, from verbal and nonverbal cues, tastes and smells, and signs and symbols to perceptions of space, individualism, and collectivism as well as intercultural encounters in the business and medical fields. The readings cover case studies of different world regions across various cultural, linguistic, and ethnic groups. This course aims to provide analytical tools to understand and navigate cultural differences and to develop critical skills of intercultural competence in an increasingly interconnected world.

Same as L22 History 320C
Credit 3 units.
A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

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 ("cinema 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 required. Required screenings. Same as L53 Film 325
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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 325. Prerequisite: French 308D or French 318D. Same as L34 French 325
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: IS EN: H

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 IQ: HUM, LCD EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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 IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: IS EN: H

L97 IAS 3264 Topics in East Asian Studies: U.S.-China Relations, from 1800 to the Present
A topics course on a variety of East Asian subjects.

Same as L03 East Asia 3263
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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 IQ: HUM, LCD BU: IS EN: H

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 IQ: LCD, SSC Art: SSC BU: IS EN: S

L97 IAS 328B Gateway to Development
Introduction to theory and practice of development, economic growth, and dependency, with particular reference to the Third World and its relations with the advanced industrial world. Socialist and capitalist models of development; role and contribution of multinational enterprise and foreign trade. Credit 3 units. BU: IS

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. BU: IS EN: H

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 IQ: LCD, SSC Art: SSC BU: IS

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 IQ: LCD, SSC Art: SSC BU: ETH EN: S

L97 IAS 3301 Topics in Chinese Literature & Culture: Chinese Cities in the Global Context
A topics course on Chinese literature and culture; topics vary by semester.

Same as L04 Chinese 330
Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

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 IQ: HUM, LCD Arch: HUM Art: AH, GFAH, HUM BU: IS EN: H

L97 IAS 3318 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 a discussion section.

Same as L21 German 331
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

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 IQ: LCD, SSC Arch: SSC Art: SSC BU: ETH EN: S

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 will 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 IQ: HUM, LCD Arch: HUM Art: HUM, HUM BU: HUM, IS EN: H

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
L97 IAS 3342 Russian Theater, Drama and Performance: From Swan Lake to Punk Prayer
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, Pavlenksy). 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.
Same as L39 Russ 332
Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L97 IAS 333 The Holocaust: History and Memory of the Nazi Genocide
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 IQ: HUM, LCD, SC, SD Art: HUM BU: ETH, HUM, IS EN: H

L97 IAS 3331 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 IQ: HUM, LCD, LS Art: HUM BU: IS

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 IQ: HUM, LCD, SC, SD Art: HUM BU: HUM, IS EN: H UColl: HEU, HSM

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 335C
Credit 3 units. A&S IQ: HUM, LCD, LS EN: H

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 IQ: LCD, SC Arch: HUM; Art: HUM

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, SC, SD Arch: HUM; Art: HUM

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, Guíñez, Vallejo, Borges, Cortázar, Rufio, Carpentier, Garcia 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 IQ: HUM, LCD, LS Arch: HUM

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 IQ: LCD, SSC Art: SSC BU: ETH

L97 IAS 3392 Topics in South Asian Religions
The topic for this course varies. The topic for fall 2017 was Hinduism and the Hindu Right.
Same as L23 Re St 3392
Credit 3 units. A&S IQ: HUM BU: IS EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

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, non-majors and majors. Admission to 400-level courses (except 402, 403D, 404, and 408D) is contingent on completion of this course or 341/341D. The main course is conducted in English, so this will only qualify for major or minor credit when taken in conjunction with one-hour discussion section in German (L21 340D).
Same as L21 German 340C
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

L97 IAS 3404 The Creation of Capitalism
This course examines the emergence of commercial, financial, and labor practices prior to the Industrial Revolution at the end of the 18th century. At the same time that students look at how money was made, they will consider contemporary responses to these economic practices, from concerns about usury, market manipulations, and increasing luxury consumption
to the promotion of commerce as essential to the prosperity and strength of the nation. The course begins by defining the basic institutions and structures of the medieval Mediterranean, such as banking and credit operations, trading partnerships, and the position of the merchant within Renaissance society. The focus then shifts to merchant capital in an era of centralization, as the Dutch develop their world trade hegemony and the increasingly centralized states support of monopoly companies and mercantilist policies. The course ends by looking at the expanding world of commerce in the era of integration, as European merchants entrench their control of production and trade throughout the globe through their increased social and political importance, the spread of the putting-out system, and the refinement of colonial policies.

Same as L22 History 3404
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM, LCD, SD Art: HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD BU: IS EN: H

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 IQ: HUM, LCD Art: AH, GFAH, HUM BU: HUM, IS EN: H

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, non-majors and majors. Admission to 400-level courses (except 402, 403D, 404, and 408D) is contingent on completion of this course or 340C/340D. The main course is conducted in English, so this will only qualify for major or minor credit when taken in conjunction with one-hour discussion section in German (L21 341D).

Same as L21 German 341
Credit 3 units. A&S IQ: HUM BU: ETH EN: H

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 IQ: HUM, LCD, SC, SD BU: HUM, IS EN: H

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 IQ: HUM, LCD, SD Art: HUM Art: HUM BU: ETH, IS EN: H
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.  
Credit 3 units. Same as L22 History 3445

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.  
Credit 3 units. Same as L22 History 3414

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.  
Credit 3 units. Same as L01 Art-Arch 3425

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.  
Credit 3 units. Same as L38 Span 343

L97 IAS 3442 Tradition and Innovation: Chinese Painting from the 4th to 20th Centuries
Tracing the unbroken history of Chinese painting from the 1st 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. Same as L05 Japan 346

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.  
Credit 3 units. Same as L22 History 3445

L97 IAS 3465 Japanese Literature in Translation II
This topics course explores Japanese literature in translation. Topics vary by semester.  
Credit 3 units. Same as L05 Japan 346

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.  
Credit 3 units. Same as L75 JIMES 350

L97 IAS 3500 The 19th-Century Russian Novel (Writing Intensive)
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 IQ: HUM, LCD, SD, WI Arch: HUM Art: HUM BU: HUM EN: H

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 JIMES 351
Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

L97 IAS 3512 "Model Minority": The Asian-American Experience
This course explores Asian-American experience revolving around the concept of "model minority." It investigates the historical origins of "model minority" and reconsiders this concept in socio-political discourses as well as in everyday Asian-American experience. This course employs multidisciplinary inquiries to examine the complexity and heterogeneity among Asian Americans. Through a wide range of topics, such as identity, race, and (pan-)ethnicity, culture and religion, gender and sexuality, masculinity and femininity, and notions of invisibility and marginalization, this course situates Asian-American experiences in the broader American (and at times transnational) ethno-racial and socio-political context.
Credit 3 units. A&S IQ: HUM, LCD, SC, SD 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 discussions, 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? 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 discussions with lectures, 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 IQ: HUM, LCD, SD Arch: HUM Art: HUM 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 Ngũgĩ 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 problematic issues of race, gender, language, nationalism and identity that postcolonial texts so urgently confront.
Same as L14 E Lit 3520
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

L97 IAS 3525 Topics in Literature: Monsters and Marvels: Encountering the Other in the Middle Ages
Topics course which varies by semester.
Same as L14 E Lit 3522
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

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 IQ: HUM BU: HUM IS EN: H

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 IQ: LCD, SSC Arch: SSC Art: CPSC, SSC BU: ETH, IS EN: S

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 JIMES 354
Credit 3 units. A&S IQ: LCD, SSC, SC, SD BU: IS EN: S

L97 IAS 3550 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 IQ: HUM, LCD, SD BU: BA EN: H

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 IQ: SSC BU: HUM, IS EN: S

L97 IAS 3555 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, enfamed 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 IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H UColl: HEU, HSP, HTR

L97 IAS 3559 Socialist and Secular? A Social History of the Soviet Union
This course 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 IQ: HUM, LCD, SD BU: HUM, IS EN: H

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 focus of multiethnic politics. 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 IQ: LCD, SSC BU: IS EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 IQ: HUM, LCD BU: BA, HUM EN: H

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 aftermaths 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.
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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM IS EN: H

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).
Credit 3 units. A&S IQ: HUM Art: HUM BU: IS EN: H

L97 IAS 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.
Same as L90 AFAS 3601
Credit 3 units. A&S IQ: HUM Art: HUM BU: IS EN: H

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 IQ: SSC Art: SSC BU: IS EN: S

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 JIMES 3622
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H UColl: CD

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 IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: BA EN: S

L97 IAS 3640 Literature and Ethics
Same as L16 Comp Lit 364
Credit 3 units. A&S IQ: HUM Art: HUM BU: ETH EN: H

L97 IAS 365 Theatre Culture Studies III: Melodrama to Modernism
The third in the department's three-course history sequence, TCS III surveys the dramatic literature and cultural history of the modern theater. Beginning with Romanticism's self-conscious break with the past, we'll study the rise of bourgeois melodrama with its intensely emotional rendering of character and spectacular effects. We'll consider how those effects were made possible by advances in industrial stage technology which reproduced the everyday world with unprecedented verisimilitude, and how playwrights responded to those technologies by calling for the theatre to become either a "total work of art" — plunging its spectators into a mythical realm — or a petri dish — analyzing the struggles of the modern individual within their modern milieu. Exploring a range of aesthetic modes — including Realism, Naturalism, Symbolism, Expressionism, the Epic Theatre, and the Theatre of the Absurd — we will read classic plays by modern playwrights to consider how the modern theatre helped its audiences understand as well as adapt to the rapidly changing conditions of the modern world.
Same as L15 Drama 365C
Credit 3 units. A&S IQ: HUM, WI Art: HUM BU: ETH, HUM EN: H

L97 IAS 3650 Topics in Modern Korean Literature
A topics course on modern Korean literature.
L97 IAS 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 IQ: HUM, SD BU: HUM EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM IS EN: H

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 IQ: HUM, LCD BU: ETH EN: H

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 IQ: HUM, LCD, SC, SD BU: BA, HUM IS EN: H

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 IQ: HUM, LCD Art: HUM BU: HUM IS EN: H

L97 IAS 3681 Emerging Africa: Language, Identity, and Social Change
Beginning with a review of key issues that shape Africa’s linguistic history, the course explores linguistic situations in several African countries, including examining the role language plays in constructing identities, maintaining social cohesion, and empowering marginalized communities. An integral part of the course will be a critical look at the growth and influence of urban slang and pidgins in Kenya, South Africa, Senegal, Zambia, DR Congo, and Cameroon.
Same as L90 AFAS 368
Credit 3 units.
A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: HUM IS EN: S

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 IQ: HUM, LCD BU: IS EN: H
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.
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

L97 IAS 36CA Heroes and Saints in India: Religion, Myth, History
This course provides an introduction to the history of modern India and Pakistan through the voices of the Indian subcontinent's major thinkers. We will spend time in the company of saints, from the "great-souled" Mahatma Gandhi to the Sufi scholar Ashraf 'Ali Thanawi, and we will travel alongside the heroes of peasant politics, women's rights, and struggles for national and social freedom and equality. We will immerse ourselves in the rich narrative heritage of India as it has been challenged, reworked, and harnessed for present and future needs, from the 19th century through the present. Lecture and discussion format; prior knowledge of India or Pakistan not required.
Same as L32 Pol Sci 3690
Credit 3 units. A&S IQ: LCD Arch: SSC  Art: SSC BU: IS EN: H

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 BU: IS EN: H

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. BU: IS

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 JIMES 373
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L97 IAS 3731 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.
Same as L22 History 373
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

L97 IAS 3740 Of Dishes, Taste, and Class: History of Food in the Middle East
When the 13th century author Ibn al-Adim from the city of Aleppo, Syria, titled his book on food Reaching the Beloved through the Description of Delicious Foods and Perfumes, he was perhaps not concerned so much with simply how to satisfy hunger. Thinking through the title alone opens a window for us on all sorts of cultural, social, economic, and political questions about food and drink. Our history as humans with food is long and complicated. It extends from seeking basic nutrition to sustaining our livelihood to contracting diseases. Food also plays a fundamental role in how humans organize themselves in societies, differentiate socially, culturally, and economically, establish values and norms for religious, cultural, and communal practices, and define identities of race, gender, and class. Food has been one of the most visible signs of social status in any given society and a vital part of many movements of political and social reform and transformation. Food has been a major question in trans-regional, international, and recently global cooperation and conflict as well. This course will cover the history of food and drink in the Middle East to help us understand our complex relation with food and look at our lives from perspectives we intuitively feel or by implication know, but rarely critically and explicitly reflect on. This course does not intend to spoil, so to speak, this undeniably one of the most pleasurable human needs and activities, but rather to make you aware of how food shapes who we are as individuals and societies. We will study the history of food and drink in the Middle East across the centuries until the present time, but be selective in choosing themes, geographic regions, and historical periods to focus on. Course work is geared toward increasing your ability to think about food and drink analytically as a socio-economic and cultural capital, noticeable marker of identity, and indicator of a political position. In a sense we will try to tease out in class why we are what we eat! Please consult the instructor if you have not taken any course in the humanities.
Same as L75 JIMES 374
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA, IS EN: H UColl: CD
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

L97 IAS 3750 Topics in Russian Literature and Culture: Madmen or Visionaries? (Writing Intensive)
Where is the borderline between "insanity" and the "visionary" experience? 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, Dostojevsky, 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 IQ: HUM, LCD, WI BU: IS EN: H

L97 IAS 3751 Topics in Comparative Literature
This course examines the idea of connectivity in the arts. Via novels, paintings, photography, and film, we will explore questions of interpretation related to the themes of love and betrayal; bequests and legacy; and innocence and responsibility. A series of paintings by Vermeer and other Dutch masters depicting elegant women (and their dogs) in the company of their suitors will engage us in elaborate courtship rituals that were played out using letters, music, and wine. We will also consider how, during the reigns of Francis I and Louis XIV, the French monarchy integrated Dutch art into its collections in order to assert the king's influence and authority. Students will discuss the portraits that emerge from the complex tableaux in Laclos's masterful novel of seduction, "Les Liaisons Dangereuses"; in 19th-century paintings; and in contemporary photographs. The class will read Doeeur's "All the Light We Cannot See" and de 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 IQ: HUM, LCD, WI BU: IS EN: H

L97 IAS 3764 Refugees: Displacement and Asylum in World Literature
By 2017 at least 65.6 million people (or 1 in 113 individuals) have been forcibly displaced within their own countries or across borders. In this course we will study literary texts and other forms of cultural production that will provide a window into the complexity of refugee lives from World War II to the present. In addition to contextualizing the historical and legal significance of such terms as "refugee," "asylum," or "forced displacement," our discussions of novels, short stories, memoirs, plays, and films will also allow us to engage with the broader meanings of concepts that include hospitality, identity, belonging, citizenship. Readings may include works by Hannah Arendt, Reinaldo Arenas, Bertold Brecht, Edwidge Danticat, Aleksandar Hemon, Valeria Luiselli, Dinaw Mengestu, Viet Than Nguyen, Anna Seghers, and Warshan Shire. We will also discuss the films Casablanca (Michael Curtiz, 1943), Children of Men (Alfonso Cuaron, 2006), Beasts of the Southern Wild (Beno Zeitlin, 2012), and, Fire at Sea (Gianfranco Rosi, 2014), and, finally, examine media depictions of refugees and multimedia platforms, such as Refugee Republic. Course conducted entirely in English. Open to freshmen. Students must enroll in both main section and one discussion section.
Same as L16 Comp Lit 376
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: IS EN: S

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 IQ: SSC Art: SSC BU: IS

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 IQ: SSC Art: SSC BU: BA EN: S

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 IQ: HUM Art: AH, HUM BU: HUM EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

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 IQ: SSC Arch: SSC Art: SSC BU: SSC EN: S

L97 IAS 3822 From McDonald's to K-Pop: New Movements in East Asia
This course introduces contemporary East Asian cultures and societies from transregional and transnational perspectives through the lens of consumer and popular cultures. We employ McDonald's as the first case study to look into East Asian responses to Western cultural products and ideas. For K-pop, we examine its emergence and transregional and transnational receptions in East Asia as well as in the US. Beginning with these two subjects, our investigation extends to other cultural phenomena such as J-wave, "cuteness," and western holidays across East Asia. While focusing on transnational cultural movements originating in or being adapted to the East Asian context, our discussions also refer to key topics in the study of East Asian cultures such as face, filial piety, and kinship.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L97 IAS 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 will constitute a unit of study, and students will be expected to work with historical texts, films and works of film theory and criticism for each one of them. The course will engage 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 will develop a research project comparing two revolutionary processes over the semester.
Prerequisites: L45 165D (Latin America: Nation, Ethnicity and Social Conflict) for LAS majors. Otherwise none.
Same as L45 LatAm 3824
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: IS EN: H

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
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM
L97 IAS 384 Migration and Modernity in Russia and the (Former) Soviet Union
This course introduces students to a broad history of 19th- and 20th-century Russia and the Soviet Union alongside problems of migration. 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, and we will also pay attention to the crucial events and phenomena of Soviet history that set large-scale migrations in motion. Course materials will, for example, 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 this historically grounded overview, this course 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 IQ: HUM, LCD, SD EN: H

L97 IAS 386 Empire in East Asia: Theory and History (Writing Intensive)
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 IQ: HUM, LCD, WI BU: IS EN: H

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

L97 IAS 3873 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 IQ: LCD, SSC Art: SSC EN: S

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 IQ: HUM Art: AH BU: HUM EN: H

L97 IAS 3883 Religion and Politics in South Asia (Writing Intensive)
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 IQ: HUM, LCD, WI BU: IS EN: H

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.
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. EN: H

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 IQ: HUM Art: AH BU: HUM EN: H

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, colonization and mass violence.
Credit 3 units. A&S IQ: HUM BU: IS EN: H

L97 IAS 3901 Topics in JIMES: Slow Violence and the Environment in the Modern Middle East
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 L75 JIMES 390
Credit 3 units. A&S IQ: SSC Art: SSC BU: IS

L97 IAS 3921 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.
Same as L22 History 3921
Credit 3 units. A&S IQ: HUM, LCD, WI BU: HUM, IS EN: H

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 IQ: HUM, LCD, SD BU: HUM, IS EN: H

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://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) (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 IQ: HUM, LCD Art: HUM BU: HUM EN: H

L97 IAS 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 pre-colonial 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H UColl: HAF, HSM

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 IQ: HUM EN: H

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

L97 IAS 400 Independent Study
Prerequisite: permission of the director of the International and Area Studies program. All concentrations.
Credit variable, maximum 3 units.

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, 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 IQ: SSS, WI EN: S

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.

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 IQ: LCD, SSS, WI Arch: SSS Art: SSS EN: S

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 IQ: SSC Arch: SSC Art: SSC EN: S

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.
Credit 3 units. A&S IQ: LCD, SSC, SC, SD Art: SSC BU: BA EN: S

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 IQ: HUM, LCD, SC, SD Art: SSC BU: BA EN: H

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 IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L97 IAS 4036 Children of Immigrants: Identity and Acculturation
This seminar takes an interdisciplinary approach to children of immigrants as an analytical subject. Our investigation looks into the 1.5- and second-generation youth of different cultural and ethnic backgrounds in the United States, with many case studies focusing on Asian American and Latinx individuals. Discussion topics include migration and identity, ethnicity and race, bilingualism and biculturalism, family and school, youth culture, and other pressing issues, such as mental health. The seminar offers a theoretical look into the lives of children of immigrants by introducing different research methodologies from the social sciences. Students are required to conduct an individual research project among a selected group of children of immigrants.
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: SSC BU: BA EN: S

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 IQ: LCD, SSC Art: SSC BU: IS

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 IQ: LCD, SSC Art: SSC

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 JIMES 4042
Credit 3 units. A&S IQ: SSC BU: IS EN: S

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.)
L97 IAS 4052 Topics in Political Thought
Same as L32 Pol Sci 405
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH

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 IQ: HUM, LCD EN: H

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 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 IQ: LCD, SSC Arch: SSC Art: SSC BU: ETH

L97 IAS 4081 Disease, Madness, and Death Italian Style
Italian literary history teems with representations of illness, insanity, and death. From the ghastly 1348 plague that frames Boccaccio's "Decameron" to the midday madness of errant Renaissance knights and from 16th-century tales of poisoning and 19th-century Pirandellian madmen to the contemporary scourge of mafia killings, disease, madness, and death are dominant facts of reality, points of view, symbols, and cultural characteristics of Italian poetry and prose. This course undertakes a pathologization of these tropes in Italian literary history and seeks to understand their meaning for the changing Italian cultural identity across time and the Italian peninsula. We will read primary literary texts and view excerpts from films alongside articles focused on the cultural history of medicine, religion, and criminal justice. Taught in English. No final. Same as L36 Ital 408 Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: BA, IS EN: H

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 IQ: SSC, SC, SD, WI Arch: SSC Art: SSC EN: S

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 JIMES 409 Credit 3 units. A&S IQ: HUM, LCD EN: H

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, Gündерode, the Brothers Grimm, Kleist, E.T.A. Hoffmann, Eichendorff, and Bettina von Arnim. Discussion and readings, and papers in German. Prerequisites: German 320D and German 340C/34D or German 341/341D or German 342/342D. Same as L21 German 4101 Credit 3 units. A&S IQ: HUM, LCD, LS, WI Art: HUM

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-siècle. Reading and discussion of texts by authors such as Büchner, Heine, Marx, Storm, Keller, Meyer, Fontane, Droste-Hülshoff, Nietzsche, Ebner-Eschenbach, Schnitzler, and Rilke. Discussion, readings, and papers in German. Prerequisites: German 320D and German 340C/34D or German 341/341D or German 342/342D. Same as L21 German 4102 Credit 3 units. A&S IQ: HUM, LCD, LS, WI Art: HUM EN: H

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, Boell, Bachmann, Grass, and Wolf. Discussion, readings, and papers in German. Prerequisites: German 302D and German 340C/34D or German 341/341D or German 342/342D. Same as L21 German 4103 Credit 3 units. A&S: HUM, LCD, LS, WI Art: HUM BU: HUM EN: H

L97 IAS 4104 Studies in Genre
Exploration of the definition, style, form, and content that characterize a specific genre. Examination 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. Prerequisites: German 302D and German 340C/34D or German 341/341D or German 342/342D. Same as L21 German 4104 Credit 3 units. A&S: HUM, LCD, LS, WI Art: HUM EN: H

L97 IAS 4105 Topics in German Studies: Science + Fiction = Science Fiction?
Focus on particular cultural forms such as literature, film, historiography, social institutions, philosophy, and the arts or on the relationships between them. This 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. The course may address issues across a narrow or broad time frame. Discussion, readings, and papers in German. Prerequisites: German 302D and German 340C/34D or German 341/341D or German 342/342D. Same as L21 German 4105 Credit 3 units. A&S: HUM, LCD, LS, WI Arch: HUM Art: HUM EN: H

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 Brazil, 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: LCD, SSC Art: SSC EN: S

L97 IAS 4141 International Relations
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 international relations. We will explore seminal literature at the core of modern international relations theory. We will 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. A&S: SSC Arch: SSC Art: SSC BU: IS EN: S

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: HUM, LCD Art: HUM EN: H

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: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

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
L97 IAS 4180 Sexuality and Gender in East Asian Religions

In this course we will explore the role of women in the religious traditions of China, Japan and Korea, with a focus on Buddhism, Daoism, Shamanism, Shinto and the so-called “New Religions.” We will begin by considering the images of women (whether mythical or historical) in traditional religious scriptures and historical or literary texts. We will 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 will include literary and religious texts, historical and ethnological studies, biographies and memoirs, and occasional videos and films. Prerequisites: This class will be 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, will need to obtain the instructor’s permission before enrolling.

Same as L23 Re St 418
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

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 IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

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 Chraibi, Kourouma, Kane, Tansi, and Lopes, we consider the ways that literature enters into dialog with political discourses that seem 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 4192
Credit 3 units. A&S IQ: LCD, SSG Arch: SSG Art: SSG EN: S

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 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 IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H
L97 IAS 4215 Anthropology of Food
The rising interest in food research crosses 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 IQ: LCD, SSC Art: SSC EN: S

L97 IAS 4220 Europe, Questions of Identity and Unity
Nation-states and their cultures have been changed by globalization. Within this process, identity and 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 reappearances 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 IQ: HUM, LCD. BA EN: H

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 Werkstaetter (Vienna’s Workshops) attracted a lot of attention. Among the unconscious movements, German Art 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://gephardinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course.
Credit 3 units. A&S IQ: HUM, LCD Art: AH, GFAH EN: H

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 IQ: HUM, LCD, SC. SD EN: H

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 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 home a way of reading in which theory and literature are mutually informative, provocative and inspiring. The idea of these loose pairings 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, Art, 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 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 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 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 compelling 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 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 (Sŏn), 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 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 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, Gamarro, 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.

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 be studied are Ricardo Piglia, Fernando Vallejo, Joge Franco, Roberto Bolaño, Mario Mendoza, Laura Restrepo, Evelio Rosero, Santiago Roncagliolo, Alonso Cueto, Martin 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 IQ: HUM, LCD EN: H
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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

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 4280
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM

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 IQ: SSC Art: SSC BU: BA EN: S

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 IQ: SSC Art: SSC EN: S

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 IQ: HUM, LCD Art: HUM EN: H

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, Rodó, Paz, Freire, Ortíz, 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 IQ: HUM, LCD Art: HUM

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 the eve of the Mexican Revolution (1800-1910). Several reasons make this period and the connections between 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 Bolívar and Domingo Sarmiento, and modernist 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 IQ: HUM, LCD EN: H

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 IQ: HUM, LCD, SC, SD EN: H

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 341
Credit 3 units. Art: HUM

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 IQ: HUM, LCD BU: HUM, IS EN: H

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 342
Credit 3 units. A&S IQ: HUM, LCD Art: HUM

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 IQ: HUM, LCD, SD Art: HUM

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L97 IAS 4330 Literature of the Italian Enlightenment
This course will examine 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. Art: HUM

L97 IAS 4331 Topics in Comparative Politics
Same as L32 Pol Sci 4331
Credit 3 units. A&S IQ: SSC EN: S

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 IQ: SSC Art: SSC EN: S

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, SC, SD Arch: HUM Art: HUM EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: LCD, LS BU: IS EN: H

L97 IAS 4382 Aesthetics
Same as L16 Comp Lit 438
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

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 IQ: LCD, SSC, SD Art: SSC EN: S

L97 IAS 4414 Gender Analysis for International Affairs
For generations ignored in theory and practice, gender is a central but too often obscured dimension of the policy and practice of international affairs, relations, and development. In this transdisciplinary course, students take gender seriously as an analytical category and examine how masculinities, femininities, gender identities, and sexualities shape the construction, implementation, and outcomes of global governance, politics, economics, and interventions. Traversing macro and micro levels, the course exposes students to diverse voices from around the world, which they utilize to conduct gender analyses on case studies relevant to their interests. Throughout, we will be mindful of the following: (1) how gender functions in tandem with sexuality, class, race, religion, and ethnicity (intersectionality); and (2) how multidimensional identities morph historically, regionally, and culturally. The student builds a gender analysis toolkit and practices what Cynthia Enloe describes as “feminist curiously,” exploring the relationship between gender and power in various aspects of international affairs.
Credit 3 units. A&S IQ: LCD, SSC, SC BU: BA, IS

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 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 Sanjínés’s film El Coraje del pueblo; and theatrical performances by Grupo Yuyachkani. Prerequisites: Span 307D and 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 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 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 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; nationalism 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.

L97 IAS 4450 Japanese Fiction (Writing Intensive)
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 IQ: HUM, LCD, WI Art; HUM EN: H

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 IQ: LCD, SSC BU: IS  EN: S

L97 IAS 4452 Topics in Modern Japanese Literature: Sense and Sensuality in the Novels of Tanizaki Junichiro
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 IQ: HUM, LCD Arch; HUM Art; HUM EN: H

L97 IAS 4453 Topics in Islam: History of Political Thought
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 JIMES 445
Credit 3 units. A&S IQ: HUM BU: IS EN: H

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. Art: HUM

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. Art: HUM

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: senior standing and 6 units of literature coursework.

Same as L05 Japan 448
Credit 3 units. A&S IQ: HUM, LCD, SD EN: H

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
Credit 3 units. A&S IQ: LCD, SSC, WI Arch: SSC Art: SSC EN: S

L97 IAS 4485 Topics in Irish Literature I: Modern Irish Narrative and Questions of Identity
Topics course in Irish literature.

Same as L14 E Lit 4485
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L97 IAS 4490 Modern Japanese Women Writers (Writing Intensive)
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 Chiyô, 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 4491
Credit 3 units. A&S IQ: HUM, LCD, SD, WI EN: H

L97 IAS 4491 Modern Japanese Women Writers
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Same as L05 Japan 4491
Credit 3 units. A&S IQ: HUM, LCD, SD EN: H

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.

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
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 IQ: HUM Art: AH, HUM EN: H

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 breakneck economic development and the opening of municipal archives in post-Mao era. The course aims to introduce students to "conventional wisdom," 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 of 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: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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.

L97 IAS 4520 International Climate Negotiation Seminar
This variable-credit course (all students will register for 3 credits) is designed to prepare students to attend and observe annual meetings associated with the United Nations Framework Convention on Climate Change (UNFCCC) as a delegate of Washington University. The course and meetings provide student delegates with a unique educational experience to observe the development of international climate policy through interdisciplinary negotiations and interactions inside the negotiating space. Students see the interactions between climate policy, science, and technology as they identify and analyze policy decisions across the international climate regime. The number of students who can attend meetings is limited by the United Nations. We will do our best to have course participants attend either the COP or Subsidiary Body meetings. Students attend one week. The COP 25 meeting will be held in Santiago, Chile, from December 2 to December 13, 2019. The Subsidiary Body meetings will be in Bonn, Germany, in June 2020. Enrollment is limited. Students should indicate their interest by placing themselves on the waitlist (registering for 3 credits) and completing an application. All students will be placed on the waitlist upon registration; students will be selected to enroll from the waitlist after all applications are reviewed. The application will be open March 1 and will be available on the course website (https://sites.wustl.edu/wustlcop). Application review will begin April 12. Interviews will take place between April 16 and April 25, and enrollment decisions will be made by April 26. Participation in the course is possible without traveling to the meetings. The course is currently scheduled for Tuesdays and Thursdays from 11:30 to 1:00. Contact the instructor with questions at martin@wustl.edu.
Same as L82 EnSt 452
Credit variable, maximum 6 units. A&S IQ: SSC EN: S

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 legitimation 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. Art: HUM

L97 IAS 4555 Topics in Korean Literature and Culture: Gender in Korean Literature and Film
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 IQ: LCD EN: H

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 IQ: HUM Art: HUM EN: H

L97 IAS 457 Gender and Modernity in Latin America
The purpose of this course is to introduce students to the particular forms that 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 will discuss 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 will be 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 will be 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 will utilize literary texts (speeches, letters, diaries), visual materials (photography, films, and paintings), and critical bibliography. Same as L45 LatAm 457
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L97 IAS 4582 Major Film Directors: Alfred Hitchcock
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 explore the cultural and political significance of Eva Peron, Frida Kahlo, and Rigoberta Menchu, the course will utilize literary texts (speeches, letters, diaries), visual materials (photography, films, and paintings), and critical bibliography. Same as L53 Film 458
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 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.
Same as L34 French 459
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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 nationalistic and reformist impulses dominated Latin American politics in the 1920s, 1930s-'50s, 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, Varguismo in Brazil, Garcia/Fujimori in Peru, Menen/Kirchner 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 IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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, Philippon, and Gill. 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 IQ: HUM Art: AH EN: H

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 IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC EN: S

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 IQ: LCD, SSC, SC, SD EN: S

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 IQ: LCD EN: H

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 IQ: HUM, LCD, SC, SD EN: H

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 IQ: LCD, SSC, SC, SD EN: S

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 three parts. In the first section of the course, we begin with an overview of the foundations for understanding violence in Central America. In addition to covering the physical and human geography of the region, we also delve into various ways of defining violence, with a particular emphasis on how geographers conceptualize violence. In the second section, we delve into various theoretical approaches for understanding the nature of multiple types of violence and draw from historical and contemporary events in Central America. In the third section of the course, we take a closer look at specific case studies in the region, covering topics such as genocide, alcoholism, immigration, gangs, and drug trafficking. Prerequisite: sophomore standing or above.
Credit 3 units. A&S IQ: LCD, SC, SD EN: H

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 during early life. The analysis of films, literary texts, critical studies, and cultural practices will be approached through a combination of biopolitical analysis and the analysis of representational strategies used in the elaboration of symbolic materials. This course fulfills the seminar requirement for LAS majors and minors. Prerequisite: LatAm 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

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 IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H
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 IQ: HUM, LCD BU: BA, HUM EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

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 IQ: HUM, LCD Art: HUM EN: H

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 IQ: HUM, LCD

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 (Clarián), 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 IQ: HUM, LCD Art: HUM

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 IQ: LCD, SSC BU: IS EN: S

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 IQ: LCD, SSC Art: SSC BU: IS EN: S

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 IQ: SSS BU: IS EN: S

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 Iñarritu), 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...
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 moral function for audiences ever further removed from the historical moment of its occurrence.

Required screenings.

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

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 IQ: SSC Arch; SSC Art: SSC Art; SSC EN: SSC EN: S

L97 IAS 4753 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 IQ: HUM, LCD Arch: HUM Art; HUM EN: H

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 IQ: SSC Arch; SSC Art: SSC Art; SSC EN: S

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 IQ: HUM, LCD BU: HUM; IS EN: S

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 IQ: HUM Art: AH EN: H

L97 IAS 4779 Reading Seminar in Modern Chinese Literature: Envisioning a New China: The May Fourth Era, 1919-1949
A seminar on modern Chinese literature with varying topics. Prerequisite: instructor's permission.

Same as L04 Chinese 479
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L97 IAS 4790 Senior Seminar in Religious Studies: Governing Religion
The topic for this seminar differs every year. Previous topics include Governing Religion; 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 473 Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: ETH EN: H

L97 IAS 4800 Topics in Buddhist Traditions
This course focuses on a selected theme in the study of Buddhism. Please refer to the course listings for a description of the current offering. Same as L23 Re St 480 Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: ETH, HUM EN: H

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 IQ: HUM, LCD Art: HUM EN: H

L97 IAS 4810 Global Structures and Problems
This course examines social problems around the world and their relationship to globalization—that is, the increasing connectedness of social and economic life across borders. We will look at a range of problems—such as environmental degradation, labor exploitation, human rights abuses, ethnic conflict, poverty, and inequality—and their links to both personal experiences and larger social structures. The course is premised on the idea that to understand current global social problems, we have to understand the evolution of markets, states, civil society, and social movements, gender hierarchies, ethnic categories, and global governance over the past century.

Same as L04 SOC 4810 Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC, SSP BU: IS EN: S

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 café 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. Art: AH

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 IQ: HUM, LCD Art: HUM EN: H

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.

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 Credit 3 units.

L97 IAS 4845 Preparation for IAS Honors Thesis
Required for IAS senior thesis writers, this course addresses the methods and mechanics of research and writing in IAS, concurrently with independent work with the thesis adviser. The seminar provides structure, guidance, and response to your work. Students will already have identified a thesis topic; in the seminar, they will identify a research question and develop a thesis proposal. In workshop format, students will examine one another’s research questions, hypotheses, and methods of analysis. In additional sessions, students will learn the basics of several models of electronically assisted research, and they will 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 adviser; and 3) the approval of the IAS Honors program director. Attendance is required.

Credit 3 units.

L97 IAS 4850 Topics in Jewish Studies
Consult course listings for current topic. Prerequisite: permission of instructor.

Same as L75 JIMES 485 Credit 3 units. EN: H

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.

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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 IQ: HUM Art: AH EN: H

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 IQ: HUM Art: AH EN: H

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, Gréôme, 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 Tan Tan 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 IQ: HUM, LCD, SD EN: H

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 IQ: HUM, LCD Art: HUM

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 IQ: HUM Art: AH EN: H

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 IQ: HUM Art: AH EN: H

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 IQ: HUM, LCD Art: AH EN: H

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 IQ: HUM, LCD, SD EN: H

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 IQ: HUM, LCD Art: HUM EN: H

L97 IAS 4876 Advanced Seminar in History: 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 disenchantment 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 EN: H

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

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 Morabito), 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 IQ: HUM, LCD EN: H

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 IQ: SSC Art: SSC EN: S

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 BU: HUM, IS EN: H

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 IQ: HUM, LCD Art: HUM
L97 IAS 4984 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 4984
Credit 3 units. A&S IQ: HUM, LCD EN: H

L97 IAS 4985 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 semina de arte moderno of São Paulo, to understand how the idea of “antropophagia” 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, Oswaldo de Andrade, Manuel Bandeira, César Vallejo, Pablo Palacio, César Moro and José Carlos Martítegui. Scholarship includes Peter Bürger, Matei Calinescu, Renato Poggioli, Rubén Gallo, Pedro Angel Palou, Beatriz Sarlo, Mariátegui. Scholarship includes Peter Bürger, Matei Calinescu, César Vallejo, Pablo Palacio, César Moro and José Carlos Martítegui. 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” (Manganelli), 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, 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. Prerequisite for Italian majors: Ital 307D or permission of instructor. Same as L36 Ital 491 Credit 3 units. A&S IQ: HUM, LCD Art: H

L97 IAS 4986 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 4981 Credit 3 units. A&S IQ: LCD, SSC Art: HUM EN: S

L97 IAS 4910 Topics in Islamic Thought
This course focuses on a selected theme in the study of Islam and Islamic Thought. Please refer to the course listings for a description of the current offering.
Same as L23 Re St 490 Credit 3 units. A&S IQ: HUM, LCD
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), Ultrasonismo (Gomez de la Serna, Casinos-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 IQ: HUM  Art: HUM  EN: H

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.

L97 IAS 4945 Comparative Literature 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 IQ: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM Art: HUM EN: H

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. EN: H

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 IQ: HUM Art: AH EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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.

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.

L97 IAS 4995 Advanced Seminar in History: Incredible India!
Sex and sexuality are recurring aspects of India's engagement with "the West." In this advanced seminar, we trace the incredible history of India's global sexual engagements, chiefly in its relationship with the United States. Whether it be the Kamasutra, the Taj Mahal, Bhagwan Rajneesh (the "sex guru"), surrogacy, transnational adoption, or tantra, Indians have
frequently traded sex to build cultural power and exceptionalism. The United States has provided an especially fertile terrain for the expansion of Indian sexual capital. How did this process produce mobility, exclusion, and violence? Why did India deploy sex to communicate with, translate, and even control an empire? How have seemingly traditional social categories of caste, gender, religion, and even language been reshaped by India’s global sexual history? Is it possible to interrupt the rise of globally mobile, normative sexual subjects and their entanglement with the U.S. empire?

Same as L22 History 49SC
Credit 3 units. A&S IQ: HUM, LCD EN: H

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.

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 IQ: HUM, LCD EN: H

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.

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 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 and sometimes for worse. In this concentration, students will explore different conceptions of development and consider why some societies develop while others languish. What accounts for disparities in longevity, wealth, and access to food and healthcare? How can we explain differences in extreme poverty, malnutrition and treatable disease? Students will consider how societies move from being heavily rural to having higher levels of urbanization. What explains differences in political, civil and economic liberties? What accounts for differences in gender rights and opportunity? What are the implications of climate change and environmental distress?

Concentration objectives: The International and Area Studies (IAS) concentration in development offers an interdisciplinary approach to examine why some societies develop politically, socially and economically while others languish. Students will explore disparities in wealth, political freedoms, gender rights, urbanization, access to basic resources like food and healthcare, environmental conditions and social justice.

This concentration requires 36 units of 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 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 of additional course work (any level)

Additional requirements and regulations:

- Students must receive a grade of C+ or higher in all IAS courses. All courses taken for IAS credit must be taken for a letter grade, including language courses.
- Students must fulfill the standard IAS foreign language requirement: the successful completion of four semesters of one language appropriate to their concentration (more details below).
- Students must complete one semester of language before declaring the major.
• We strongly encourage students to study abroad (https://ias.wustl.edu/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 of two courses focused on the same area, and they must show 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.
• Students must choose their upper-level course work from a minimum of three academic disciplines (e.g., anthropology, economics, history 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 experiences (never more than 6 credits from a single semester, 3 from a summer, or 12 from a year), University College, summer school from another U.S. university, or any combination thereof. (All 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.
• All advanced credits counting for the IAS major must be unique to the IAS major.
• At least 6 credits must be at the 400 level.

Note: A single course may satisfy more than one of the distribution requirements (i.e., disciplinary or world area). Some of these requirements may be completed while abroad (https://ias.wustl.edu/study-abroad).

Introductory courses (choose two from this list, for a total of 6 units):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>AFAS 178</td>
<td>First-Year Seminar: Imagining and Creating Africa: Youth, Culture, and Change</td>
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<tr>
<td>AMCS 250</td>
<td>Topics in Asian-American Studies</td>
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<tr>
<td>Anthro 132</td>
<td>First-Year Seminar: Past Tense, Future Imperfect: The Rise and Fall of Societies &amp; Global Civilization</td>
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<tr>
<td>Anthro 160B</td>
<td>Introduction to Cultural Anthropology</td>
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<tr>
<td>Biol 2950</td>
<td>Introduction to Environmental Biology</td>
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<tr>
<td>Econ 1011</td>
<td>Introduction to Microeconomics</td>
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<tr>
<td>Econ 1021</td>
<td>Introduction to Macroeconomics</td>
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<tr>
<td>Econ 208</td>
<td>First-Year Seminar: Economics and Society</td>
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<tr>
<td>EPSc 111</td>
<td>Introduction to Global Climate Change in the 21st Century</td>
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<tr>
<td>EPSc 116A</td>
<td>Resources of the Earth</td>
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<td>EPSc 201</td>
<td>Earth and the Environment</td>
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<td>EPSc 219</td>
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<td>EPSc 221A</td>
<td>Human Use of the Earth</td>
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<td>EnSt 110</td>
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<td>EnSt 290</td>
<td>Sophomore Seminar in Sustainability and the Environment</td>
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<td>FYP 116</td>
<td>Ampersand: Geographies of Globalization and Development</td>
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<td>GIS 200</td>
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<td>History 1500</td>
<td>Silver, Slaves and the State: Globalization in the 18th Century</td>
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<td>History 164</td>
<td>Introduction to World History: The Second World War in World History</td>
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<td>History 1640</td>
<td>Health and Disease in World History</td>
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<td>History 2093</td>
<td>Sophomore Seminar: Mobilizing Shame: Violence, the Media, and International Intervention</td>
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<td>History 2157</td>
<td>First-Year Seminar: The Meaning of Pakistan: History, Culture, Art</td>
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<td>History 270</td>
<td>Globalization and its Discontents</td>
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<td>INTER D 160</td>
<td>Gender, Youth, and Global Health</td>
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<td>IPH 207C</td>
<td>Ampersand: Modern Political Thought: Text and Traditions</td>
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<td>IAS 103B</td>
<td>First-Year Seminar: International Public Affairs</td>
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<td>First-Year Seminar: The Vietnam Wars</td>
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<td>IAS 135</td>
<td>First-Year Seminar: Chinatown: Migration, Identity, and Space</td>
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<td>World Politics and the Global Economy</td>
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<td>IAS 229</td>
<td>Modern European History: Migrations, Nation States, Identities</td>
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<td>Bugs, Drugs and Global Society: Topics in Global Health (U43)</td>
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<td>JIMES 210C</td>
<td>Introduction to Islamic Civilization</td>
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<td>Biomedical Ethics</td>
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<td>Phil 235F</td>
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<td>Pol Sci 2010</td>
<td>Introduction to Environmental Policy</td>
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<td>SOC 2010</td>
<td>The Roots of Ferguson: Understanding Racial Inequality in the Contemporary U.S.</td>
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<td>SOC 2030</td>
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<td>Pol Sci 4792</td>
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<td>SOC 4810</td>
<td>Global Structures and Problems</td>
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<td>Anthro 3284</td>
<td>Public Health Research and Practice</td>
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<td>Anthro 4123</td>
<td>Argumentation Through Ethnography</td>
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<td>Anthro 4253</td>
<td>Researching Fertility, Mortality and Migration</td>
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<td>Anthro 4455</td>
<td>Ethnographic Fieldwork: The Politics of Schooling</td>
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<td>Anthro 4481</td>
<td>Writing Culture</td>
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<td>Anthro 4803</td>
<td>Advanced GIS Modeling and Landscape Analysis</td>
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<td>Community Building</td>
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<td>CFH 400W</td>
<td>Merle Kling Undergraduate Honors Fellowship Seminar</td>
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<td>Comp Lit 394</td>
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<td>Econ 413</td>
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<td>GIS 300</td>
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<td>GIS 303</td>
<td>Digital Cartography (U90)</td>
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<td>GIS 421</td>
<td>Spatial Data Modeling and Design (U90)</td>
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<td>History 301T</td>
<td>Historical Methods — Transregional History</td>
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<td>INTER D 4003</td>
<td>Global Burden of Disease: Methods and Applications</td>
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<tr>
<td>IA 524</td>
<td>Methods and Research Design in International Studies (U85)</td>
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<td>IA 5410</td>
<td>Alternative Analytic Techniques for International Affairs (U85)</td>
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<td>IAS 318</td>
<td>Learning to Use GIS in Development, Area Studies and International Affairs</td>
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<td>IAS 3248</td>
<td>Intercultural Communication</td>
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<td>IAS 4005</td>
<td>Directed Research in IAS</td>
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<td>Math 2200</td>
<td>Elementary Probability and Statistics</td>
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<td>Elementary to Intermediate Statistics and Data Analysis</td>
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<td>Math 475</td>
<td>Statistical Computation</td>
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<td>NPM 450</td>
<td>Social Entrepreneurship</td>
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<tr>
<td>Phil 321G</td>
<td>Philosophy of Science</td>
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<td>Pol Sci 3011</td>
<td>Computational Modeling in the Social Sciences</td>
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<td>Pol Sci 362</td>
<td>Politics and the Theory of Games</td>
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<td>Pol Sci 363</td>
<td>Quantitative Political Methodology</td>
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<td>Pol Sci 495</td>
<td>Research Design and Methods</td>
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<td>Psych 300</td>
<td>Introduction to Psychological Statistics</td>
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<td>DAT 120</td>
<td>Managerial Statistics I</td>
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<td>DAT 121</td>
<td>Managerial Statistics II</td>
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<td>SOC 3050</td>
<td>Statistics for Sociology</td>
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</table>

**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 the full list of options.

- African and African-American Studies
- Anthropology
- Arabic
- Architecture
- Art History
- Biology and Biomedical Sciences
- Center for Religion and Politics
- Chinese
- Classics
- Comparative Literature
- Earth and Planetary Sciences
- East Asian Languages and Cultures
- Economics
- Education
- Environmental Studies
- History
- Interdisciplinary Studies
- International and Area Studies
- Italian
- Jewish, Islamic and Near Eastern Languages and Cultures
- Latin American Studies
- Management (Business School)
- Philosophy
- Political Science
- Psychological and Brain Sciences
- Religious Studies
- Social Administration (Social Work)
- Sociology
- Spanish
- University College — International Affairs; International Studies; Nonprofit Management; Sustainability
- Women, Gender, and Sexuality Studies

* Students may submit a request to add a course by following the instructions for the Petition Process (https://ias.wustl.edu/ias-course-petition).

**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 who receive approval from IAS language faculty, this may include literature, culture, oral communication or linguistics courses in the target language, once such students complete the basic language sequence. Students must complete one semester of language to be eligible to declare the major in IAS.

Students are encouraged to study more than one language at Washington University, but they must satisfy their IAS language requirement by demonstrating competence in at least one language through the fourth semester. Available modern languages include Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish and Swahili. Students should consult the course listings (https://acadinfo.wustl.edu/Courselistings/Courses.aspx?Mode=ILE) for details about the language sequences. (On the “A&S IQ” tab, click on “Courses,” and then toggle “Area Requirement” to “LS Language & Cultural Diversity-Language” and click “Search” to see a list of available language courses.)

**Special note for Spanish speakers**: The following Spanish courses are not part of the regular sequence that are counted toward the four semesters of foreign language: Intermediate Spanish Conversation and Culture (L38 223), Business Spanish (L38 351), Medical Spanish (L38 353), and Spanish for the Social Sciences (L38 355). Some students might find these courses valuable for other reasons. For questions about this, students should consult with their major adviser.

Advanced foreign language courses in literature and culture used to satisfy the foreign language requirement may be counted as advanced credit for IAS majors as long as they are cross-listed with or approved for study abroad credit for the student’s IAS concentration and provided the courses are not being counted toward any other degree.

Language courses taken to fulfill the IAS language requirement may count toward another major or minor unless they are...
being counted as advanced elective units for the IAS major requirement.

**Students With Prior Language Experience**

**Native speakers** of a foreign language: Students must satisfy the four-semester requirement in another language appropriate to their concentration.

**Heritage speakers** who do not have a native level of fluency: Students must seek appropriate placement by the coordinator of the language program and complete the four-semester requirement.

**Transfer students** who have taken language courses: Students may receive credit for the courses as part of the four-semester IAS foreign language requirement only if a placement exam is taken upon arrival at or return to Washington University and the foreign language department determines that the student may progress to the next highest level of language instruction.

**Students who take a foreign language course at another institution** (whether in the United States or abroad): Students may receive credit for the course as part of the four-semester IAS foreign language requirement only if (1) the credit is transferred back as Washington University credit; and (2) students take a placement exam upon their return to Washington University and the foreign language department determines that they may progress to the next highest level of language instruction.

**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 toward the major. For those students 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 grade-point average of 3.65 or higher in order to qualify for Senior Honors. Students should enroll in IAS 485 Preparation for IAS Honors Thesis during the fall of senior year and in IAS 486 IAS Senior Honors Thesis during the spring of senior year (under the corresponding section number of the faculty member overseeing the student’s thesis).

**Contact:**

- Toni Loomis
- Phone: 314-935-5073
- Email: aloomis@wustl.edu
- Website: http://ias.wustl.edu

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**Concentration in Eurasian Studies (IAS)**

**The Major in International and Area Studies — Concentration in Eurasian Studies: New Silk Roads**

This concentration focuses on the social, cultural and economic interconnections among the peoples of Eurasia. We define Eurasia as the vast landmass stretching east to west from China to Europe and north to 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 Eurasian studies course work from a minimum of three academic disciplines (at least two must be at the 400 level) and dealing with three different regions (e.g., Eastern, Western and Central Eurasia) or with a transregional focus

**Additional requirements and regulations:**

- Students must receive a grade of C+ or higher in all IAS courses. All courses taken for IAS credit must be taken for a letter grade, including language courses.
- Students must fulfill the standard IAS foreign language requirement (https://ias.wustl.edu/ias-major-requirements/#secondary) with Arabic, Chinese, Hebrew, Hindi, Persian, Russian or another Eurasian language as determined in consultation with their IAS adviser.
- Students must complete one semester of language before declaring the major.
- We strongly encourage students to study abroad (https://ias.wustl.edu/study-abroad). Russian Language and Literature study abroad programs (https://artsci.wustl.edu/russian-language-and-literature-minor) are an especially good fit for this concentration, although 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 major, students must complete course work dealing with three different
regions (e.g., Eastern, Western and Central Eurasia) or with a transregional focus.

- Students must choose their upper-level course work from a minimum of three academic disciplines (e.g., anthropology, art history, film, history, literature, 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 experiences (never more than 6 credits from a single semester, 3 credits from a summer, or 12 credits from a year), University College, summer school from another U.S. university, or any combination thereof. (All 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.
- All advanced credits counting for the IAS major must be unique to the IAS major.
- At least 6 credits must be at the 400 level.

**Note:** A single course may satisfy more than one of the distribution requirements (i.e., disciplinary or regional). Some of these requirements may be completed while abroad (https://ias.wustl.edu/study-abroad).

**Advanced courses:** Choose 10 or 11 courses from current, relevant, 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 submit a request to add a course by following the instructions for the Petition Process (https://ias.wustl.edu/ias-course-petition).

### Anthropology

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<tr>
<th>Code</th>
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<tr>
<td>Anthro 3053</td>
<td>Nomadic Strategies and Extreme Ecologies</td>
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<td>Anthro 3617</td>
<td>Past and Present Cultural Environments</td>
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<tr>
<td>Anthro 374</td>
<td>Social Landscapes in Global View</td>
<td>3</td>
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<td>Anthro 376</td>
<td>Warriors, Merchants, Monks and Courtesans: Ancient Narratives of Globalization in Google Earth</td>
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<tr>
<td>Anthro 3775</td>
<td>Ancient Eurasia and the New Silk Roads</td>
<td>3</td>
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<tr>
<td>Anthro 4033</td>
<td>Culture, Illness and Healing in Asia</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 4041</td>
<td>Islam and Politics</td>
<td>3</td>
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<tr>
<td>Anthro 4455</td>
<td>Ethnographic Fieldwork: The Politics of Schooling</td>
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<tr>
<td>Anthro 4761</td>
<td>The Pleistocene Peopling of Eurasia</td>
<td>3</td>
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<td>Anthro 4803</td>
<td>Advanced GIS Modeling and Landscape Analysis</td>
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### Arabic

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<td>Arab 352</td>
<td>Iraqi Literature</td>
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### Art History

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<td>Art-Arch 3415</td>
<td>Early Chinese Art: From Human Sacrifice to the Silk Road</td>
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<td>Art-Arch 4924</td>
<td>1968 and its Legacy</td>
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### Chinese

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<td>Chinese 341</td>
<td>Early and Imperial Chinese Literature</td>
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<td>Chinese 342</td>
<td>Modern and Contemporary Chinese Literature</td>
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### Classics

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<tr>
<td>Classics 345C</td>
<td>Greek History: The Dawn of Democracy</td>
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<td>Classics 346C</td>
<td>Greek History: The Age of Alexander</td>
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### Comparative Literature

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<td>Comp Lit 376</td>
<td>Refugees: Displacement and Asylum in World Literature</td>
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<td>Comp Lit 394</td>
<td>Worldwide Translation: Language, Culture, Technology</td>
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### East Asian Languages and Cultures

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<td>East Asia 4242</td>
<td>Culture and Politics in the People's Republic of China: New Approaches</td>
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### Environmental Studies

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<td>EnSt 380</td>
<td>Applications in GIS</td>
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<td>EnSt 402</td>
<td>Topics in Environmental Science: International Energy Politics</td>
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### Film and Media Studies

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<tr>
<td>Film 475</td>
<td>Screening the Holocaust</td>
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<td>Film 485</td>
<td>Visualizing Orientalism: Art, Cinema and the Imaginary East 1850-2000</td>
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<td>Film 507</td>
<td>The 007 Saga: James Bond and the Modern Media Franchise</td>
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### History
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<td>History 301T</td>
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<td>History 3073</td>
<td>The Global War on Terrorism</td>
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<tr>
<td>History 3122</td>
<td>Race, Caste, Conversion: Social Movements in South Asia</td>
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<td>History 313C</td>
<td>Islamic History: 600-1200</td>
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<td>History 335C</td>
<td>Becoming &quot;Modern&quot;: Emancipation, Antisemitism and Nationalism in Modern Jewish History</td>
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<td>History 3350</td>
<td>Out of the Shtetl: Jewish Life in Central and Eastern Europe in the 19th and 20th Centuries</td>
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<td>History 3354</td>
<td>Vienna, Prague, Budapest: Politics, Culture and Identity in Central Europe</td>
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<td>History 3416</td>
<td>War, Genocide and Gender in Modern Europe</td>
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<td>History 3559</td>
<td>Socialist and Secular? A Social History of the Soviet Union</td>
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<td>The First World War and the Making of Modern Europe</td>
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<td>The Cold War, 1945-1991</td>
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<td>History 3681</td>
<td>The U.S. War in Iraq, 2003-2011</td>
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<td>History 3810</td>
<td>Between Sand and Sea: History, Environment, and Politics in the Arabian Peninsula</td>
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<td>History 39SC</td>
<td>Imperialism and Sexuality: India, South Asia and the World: Writing-Intensive Seminar</td>
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<td>History 4154</td>
<td>From Decolonization to Globalization: Postcolonial South Asia</td>
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<td>History 4274</td>
<td>Palestine, Israel and the Arab-Israeli Conflict</td>
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- International and Area Studies

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<td>International Law and Politics</td>
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<td>Learning to Use GIS in Development, Area Studies and International Affairs</td>
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<td>IAS 3248</td>
<td>Intercultural Communication</td>
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<td>IAS 364</td>
<td>Anarchism: History, Theory and Praxis</td>
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<td>IAS 374</td>
<td>Russian Literature at the Borders: Multiculturalism and Ethnic Conflict</td>
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<td>IAS 3750</td>
<td>Topics in Russian Literature and Culture; Madmen or Visionaries? (Writing Intensive)</td>
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<td>IAS 376</td>
<td>International Economics</td>
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<td>IAS 384</td>
<td>Migration and Modernity in Russia and the (Former) Soviet Union</td>
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<td>IAS 396</td>
<td>Comintern: The Communist International's Global Impact</td>
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<td>IAS 4622</td>
<td>Labor and Labor Movements in Global History</td>
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<td>IAS 4869</td>
<td>Reading War and Peace</td>
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- Jewish, Islamic and Middle Eastern Cultures

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<tr>
<td>JIMES 354</td>
<td>Anthropological and Sociological Study of Muslim Societies</td>
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<td>JIMES 3622</td>
<td>Topics in Islam</td>
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<td>JIMES 373</td>
<td>Topics in Near Eastern Cultures</td>
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<tr>
<td>JIMES 442</td>
<td>Empire and Memory: Approaches to Islamic Historiography (ca. 800-1250)</td>
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<td>JIMES 445</td>
<td>Topics in Islam</td>
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<td>JIMES 4970</td>
<td>Empire and Messianism in the Middle East</td>
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- Political Science

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- Psychological and Brain Sciences

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<td>Psych 413</td>
<td>Contemporary Topics in Social Psychology</td>
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- Religious Studies

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<td>Re St 311</td>
<td>Buddhist Traditions</td>
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<td>Re St 3392</td>
<td>Topics in South Asian Religions</td>
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- Russian Language and Literature

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<tr>
<td>Russ 332</td>
<td>Russian Theater, Drama and Performance: From Swan Lake to Punk Prayer</td>
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<tr>
<td>Russ 350C</td>
<td>The 19th-Century Russian Novel (Writing Intensive)</td>
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<td>Russ 372</td>
<td>Dostoevsky's Novels</td>
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<tr>
<td>Russ 419</td>
<td>Readings in Russian Literature, 1861 to 1917</td>
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- Sociology

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<td>Sociology of Immigration</td>
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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 who receive approval from IAS language faculty, this may include literature, culture, oral communication or linguistics courses in the target language, once such students complete the basic language sequence. Students must complete one semester of language to be eligible to declare the major in IAS.

Students are encouraged to study more than one language at Washington University, but they must satisfy their IAS language requirement by demonstrating competence in at least one language through the fourth semester. Available modern languages include Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish and Swahili. Students should consult the course listings (https://acadinfo.wustl.edu/Courselistings/Courses.aspx?Mode=ILE) for details about the language sequences. (On the "A&S IQ" tab, click on "Courses," and then toggle "Area Requirement" to "LS Language & Cultural Diversity-Language" and click "Search" to see a list of available language courses.)

Special note for Spanish speakers: The following Spanish courses are not part of the regular sequence that are counted toward the four semesters of foreign language: Intermediate Spanish Conversation and Culture (L38 223), Business Spanish (L38 351), Medical Spanish (L38 353), and Spanish for the Social Sciences (L38 355). Some students might find these courses valuable for other reasons. For questions about this, students should consult with their major adviser.

Advanced foreign language courses in literature and culture used to satisfy the foreign language requirement may be counted as advanced credit for IAS majors as long as they are cross-listed with or approved for study abroad credit for the student’s IAS concentration and provided the courses are not being counted toward any other degree.

Language courses taken to fulfill the IAS language requirement may count toward another major or minor unless they are being counted as advanced elective units for the IAS major requirement.

Students With Prior Language Experience

Native speakers of a foreign language: Students must satisfy the four-semester requirement in another language appropriate to their concentration.

Heritage speakers who do not have a native level of fluency: Students must seek appropriate placement by the coordinator of the language program and complete the four-semester requirement.

Transfer students who have taken language courses: Students may receive credit for the courses as part of the four-semester IAS foreign language requirement only if a placement exam is taken upon arrival at or return to Washington University and the foreign language department determines that the student may progress to the next highest level of language instruction.

Students who take a foreign language course at another institution (whether in the United States or abroad): Students may receive credit for the course as part of the four-semester IAS foreign language requirement only if (1) the credit is transferred back as Washington University credit; and (2) students take a placement exam upon their return to Washington University and the foreign language department determines that they may progress to the next highest level of language instruction.

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 toward the major. For those students 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 grade-point average of 3.65 or higher in order to qualify for Senior Honors. Students should enroll in IAS 485 Preparation for IAS Honors Thesis during the fall of senior year and in IAS 486 IAS Senior Honors Thesis during the spring of senior year (under the corresponding section number of the faculty member overseeing the student’s thesis).

Contact: Toni Loomis
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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. Students will study these by both examining traditional cultural products (e.g., literature, film, visual art, music) and investigating their broader political and social contexts. This concentration 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. This program is committed to interdisciplinary
approaches to contemporary problems. 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:

- Students must receive a grade of C+ or higher in all IAS courses. All courses taken for IAS credit must be taken for a letter grade, including language courses.
- Students must fulfill the standard IAS foreign language requirement: the successful completion of four semesters of one language appropriate to their concentration (more details below).
- Students must complete one semester of language before declaring the major.
- We strongly encourage students to study abroad (https://ias.wustl.edu/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 breadth in at least one world area by taking a minimum of two courses focused on the same area, and they must show depth 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.
- Students must choose their upper-level course work from a minimum of three academic disciplines (e.g., anthropology, art history, film, history, languages and literature, music 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 experiences (never more than 6 credits from a single semester, 3 from a summer, or 12 from a year), University College, summer school from another U.S. university, or any combination thereof. (All 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.
- All advanced credits counting for the IAS major must be unique to the IAS major.
- At least 6 credits must be at the 400 level.

Note: A single course may satisfy more than one of the distribution requirements (i.e., disciplinary; race, gender or class; or world area). Some of these requirements may be completed while abroad (https://ias.wustl.edu/study-abroad).

Disciplinary introductions and methods (choose two from this list,* for a total of 6 units):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAS 255</td>
<td>Introduction to Africana Studies</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 160B</td>
<td>Introduction to Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>Art-Arch 111</td>
<td>Introduction to Asian Art</td>
<td>3</td>
</tr>
<tr>
<td>Art-Arch 113</td>
<td>History of Western Art, Architecture and Design</td>
<td>3</td>
</tr>
<tr>
<td>Art-Arch 215</td>
<td>Introduction to Modern Art, Architecture and Design</td>
<td>3</td>
</tr>
<tr>
<td>Comp Lit 211</td>
<td>World Literature</td>
<td>3</td>
</tr>
<tr>
<td>Econ 1011</td>
<td>Introduction to Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 1021</td>
<td>Introduction to Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Film 220</td>
<td>Introduction to Film Studies</td>
<td>3</td>
</tr>
<tr>
<td>FYP 116</td>
<td>Ampersand: Geographies of Globalization and Development</td>
<td>3</td>
</tr>
<tr>
<td>History 1500</td>
<td>Silver, Slaves and the State: Globalization in the 18th Century</td>
<td>3</td>
</tr>
<tr>
<td>History 164</td>
<td>Introduction to World History: The Second World War in World History</td>
<td>3</td>
</tr>
<tr>
<td>History 1640</td>
<td>Health and Disease in World History</td>
<td>3</td>
</tr>
<tr>
<td>History 270</td>
<td>Globalization and its Discontents</td>
<td>3</td>
</tr>
<tr>
<td>INTER D 130</td>
<td>The Art of Medicine</td>
<td>3</td>
</tr>
<tr>
<td>IPH 175</td>
<td>Freshman Seminar: Seeing is Believing: Visuality, Power, and Truth</td>
<td>3</td>
</tr>
<tr>
<td>IPH 207C</td>
<td>Ampersand: Modern Political Thought: Text and Traditions</td>
<td>3</td>
</tr>
<tr>
<td>IPH 312</td>
<td>Introduction to Digital Humanities</td>
<td>3</td>
</tr>
<tr>
<td>IAS 103B</td>
<td>First-Year Seminar: International Public Affairs</td>
<td>3</td>
</tr>
<tr>
<td>IAS 127</td>
<td>Migration in the Global World: Stories</td>
<td>3</td>
</tr>
<tr>
<td>IAS 155</td>
<td>First-Year Seminar: Mapping the World: Introduction to Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Literature courses as appropriate (English, Comp Lit or foreign language)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Music 1021</td>
<td>Musics of the World</td>
<td>3</td>
</tr>
<tr>
<td>Phil 120F</td>
<td>Problems in Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Phil 131F</td>
<td>Present Moral Problems</td>
<td>3</td>
</tr>
</tbody>
</table>
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 they must show 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 the advanced level, and it will be counted 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 include the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAS 162</td>
<td>First-Year Seminar: Contextualizing Problems in Contemporary Africa</td>
<td>3</td>
</tr>
<tr>
<td>AFAS 178</td>
<td>First-Year Seminar: Imagining and Creating Africa: Youth, Culture, and Change</td>
<td>3</td>
</tr>
<tr>
<td>AFAS 209B</td>
<td>African Studies: An Introduction</td>
<td>3</td>
</tr>
<tr>
<td>AFAS 2230</td>
<td>The African Diaspora: Black Internationalism Across Time and Space</td>
<td>3</td>
</tr>
<tr>
<td>AFAS 255</td>
<td>Introduction to Africana Studies</td>
<td>3</td>
</tr>
<tr>
<td>AMCS 250</td>
<td>Topics in Asian-American Studies</td>
<td>3</td>
</tr>
<tr>
<td>East Asia 227C</td>
<td>Chinese Civilization</td>
<td>3</td>
</tr>
<tr>
<td>History 102C</td>
<td>Western Civilization</td>
<td>3</td>
</tr>
<tr>
<td>History 2157</td>
<td>First-Year Seminar: The Meaning of Pakistan: History, Culture, Art</td>
<td>3</td>
</tr>
<tr>
<td>IAS 111</td>
<td>First-Year Seminar: The Vietnam Wars</td>
<td>3</td>
</tr>
<tr>
<td>IAS 135</td>
<td>First-Year Seminar: Chinatown: Migration, Identity, and Space</td>
<td>3</td>
</tr>
<tr>
<td>IAS 140</td>
<td>East Asia in the World</td>
<td>3</td>
</tr>
<tr>
<td>IAS 229</td>
<td>Modern European History: Migrations, Nation States, Identities</td>
<td>3</td>
</tr>
<tr>
<td>IAS 244</td>
<td>Introduction to European Studies</td>
<td>3</td>
</tr>
<tr>
<td>Japan 226C</td>
<td>Japanese Civilization</td>
<td>3</td>
</tr>
</tbody>
</table>

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 the full list of 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
- Jewish, Islamic and Middle Eastern Cultures
- Languages and Literatures
- Latin American Studies
- Music
- Philosophy
- Political Science
- Psychological and Brain Sciences
- Religious Studies
- Sociology
- Women, Gender, and Sexuality Studies

* Students may submit a request to add a course by following the instructions for the Petition Process (https://ias.wustl.edu/ias-course-petition).

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 a language; for others, who place into advanced language classes and who receive approval from IAS language faculty, this may include literature, culture, oral communication or linguistics courses in
the target language, once such students complete the basic language sequence. Students must complete one semester of language to be eligible to declare the major in IAS.

Students are encouraged to study more than one language at Washington University, but they must satisfy their IAS language requirement by demonstrating competence in at least one language through the fourth semester. Available modern languages include Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish and Swahili. Students should consult the course listings (https://acadinfo.wustl.edu/CourseListings/Courses.aspx?Mode=ILE) for details about the language sequences. (On the “A&S IQ” tab, click on “Courses,” and then toggle “Area Requirement” to “LS Language & Cultural Diversity-Language” and click “Search” to see a list of available language courses.)

Special note for Spanish speakers: The following Spanish courses are not part of the regular sequence that are counted toward the four semesters of foreign language: Intermediate Spanish Conversation and Culture (L38 223), Business Spanish (L38 351), Medical Spanish (L38 353), and Spanish for the Social Sciences (L38 355). Some students might find these courses valuable for other reasons. For questions about this, students should consult with their major adviser.

Advanced foreign language courses in literature and culture used to satisfy the foreign language requirement may be counted as advanced credit for IAS majors as long as they are cross-listed with or approved for study abroad credit for the student’s IAS concentration and provided the courses are not being counted toward any other degree.

Language courses taken to fulfill the IAS language requirement may count toward another major or minor unless they are being counted as advanced elective units for the IAS major requirement.

Students With Prior Language Experience

Native speakers of a foreign language: Students must satisfy the four-semester requirement in another language appropriate to their concentration.

Heritage speakers who do not have a native level of fluency: Students must seek appropriate placement by the coordinator of the language program and complete the four-semester requirement.

Transfer students who have taken language courses: Students may receive credit for the courses as part of the four-semester IAS foreign language requirement only if (1) the credit is transferred back as Washington University credit; and (2) students take a placement exam upon their return to Washington University and the foreign language department determines that they may progress to the next highest level of language instruction.

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 toward the major. For those students 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 grade-point average of 3.65 or higher in order to qualify for Senior Honors. Students should enroll in IAS 485 Preparation for IAS Honors Thesis during the fall of senior year and in IAS 486 IAS Senior Honors Thesis during the spring of senior year (under the corresponding section number of the faculty member overseeing the student’s thesis).

Contact: Toni Loomis
Phone: 314-935-5073
Email: aloomis@wustl.edu
Website: http://ias.wustl.edu

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? Living and working in our rapidly changing global arena presents great opportunities to advance the human condition, improve political and civil liberties, recast bargains between governments and their societies, transform social welfare, and advance the boundaries of knowledge and scientific exploration. Yet, the same context 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. Students can explore the heightened economic, political, social, cultural and environmental interdependence that generates prospects for cooperation but that also results in serious challenges that create the possibility of conflict but also of 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 and 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 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 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 of additional course work (any level)

Additional requirements and regulations:

- Students must receive a grade of C+ or higher in all IAS courses. All courses taken for IAS credit must be taken for a letter grade, including language courses.
- Students must fulfill the standard IAS foreign language requirement: the successful completion of four semesters of one language appropriate to their concentration (more details below).
- Students must complete one semester of language before declaring the major.
- We strongly encourage students to study abroad (https://ias.wustl.edu/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 of two courses focused on the same area, and they must show 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.
- Students must choose their upper-level course work from a minimum of three academic disciplines (e.g., anthropology, economics, history 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 experiences (never more than 6 credits from a single semester, 3 from a summer, or 12 from a year). University College, summer school from another U.S. university, or any combination thereof. (All 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.
- All advanced credits counting for the IAS major must be unique to the IAS major.
- At least 6 credits must be at the 400 level.

**Note:** A single course may satisfy more than one of the distribution requirements (i.e., disciplinary or world area). Some of these requirements may be completed while abroad (https://ias.wustl.edu/study-abroad).

**Introductory courses (choose two from this list, for a total of 6 units):**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAS 178</td>
<td>First-Year Seminar: Imagining and Creating Africa: Youth, Culture, and Change</td>
<td>3</td>
</tr>
<tr>
<td>AMCS 250</td>
<td>Topics in Asian-American Studies</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 132</td>
<td>First-Year Seminar: Past Tense, Future Imperfect: The Rise and Fall of Societies &amp; Global Civilization</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 160B</td>
<td>Introduction to Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>Econ 1011</td>
<td>Introduction to Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 1021</td>
<td>Introduction to Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 208</td>
<td>First-Year Seminar: Economics and Society</td>
<td>3</td>
</tr>
<tr>
<td>EnSt 110</td>
<td>Environmental Issues</td>
<td>3</td>
</tr>
<tr>
<td>EnSt 290</td>
<td>Sophomore Seminar in Sustainability and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 111</td>
<td>Introduction to Global Climate Change in the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 116A</td>
<td>Resources of the Earth</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 201</td>
<td>Earth and the Environment</td>
<td>4</td>
</tr>
<tr>
<td>EPSc 219</td>
<td>Energy and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 221A</td>
<td>Human Use of the Earth</td>
<td>3</td>
</tr>
<tr>
<td>FYP 116</td>
<td>Ampersand: Geographies of Globalization and Development</td>
<td>3</td>
</tr>
<tr>
<td>GIS 200</td>
<td>Introduction to GIS (U90)</td>
<td>3</td>
</tr>
<tr>
<td>History 102C</td>
<td>Western Civilization</td>
<td>3</td>
</tr>
<tr>
<td>History 164</td>
<td>Introduction to World History: The Second World War in World History</td>
<td>3</td>
</tr>
<tr>
<td>History 1640</td>
<td>Health and Disease in World History</td>
<td>3</td>
</tr>
<tr>
<td>History 2093</td>
<td>Sophomore Seminar: Mobilizing Shame: Violence, the Media, and International Intervention</td>
<td>3</td>
</tr>
<tr>
<td>History 2119</td>
<td>First-Year Seminar: Race and Ethnicity in Latin America: Myths, Realities and Identities</td>
<td>3</td>
</tr>
</tbody>
</table>
Core courses at the 300-400 level (choose three from this list, for a total of 9 units):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Anthro 3283</td>
<td>Introduction to Global Health</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 3612</td>
<td>Population and Society</td>
<td>3</td>
</tr>
<tr>
<td>Econ 451</td>
<td>Environmental Policy</td>
<td>3</td>
</tr>
<tr>
<td>History 3743</td>
<td>History of U.S. Foreign Relations Since 1920</td>
<td>3</td>
</tr>
<tr>
<td>IA 511</td>
<td>International Law and the Use of Force (U85)</td>
<td>3</td>
</tr>
<tr>
<td>IA 519</td>
<td>International Growth and Development (U85)</td>
<td>3</td>
</tr>
<tr>
<td>IA 535</td>
<td>American Foreign Policy (U85)</td>
<td>3</td>
</tr>
<tr>
<td>IA 5571</td>
<td>Politics of Global Finance (U85)</td>
<td>3</td>
</tr>
<tr>
<td>IA 574</td>
<td>International Relations (U85)</td>
<td>3</td>
</tr>
<tr>
<td>IA 5772</td>
<td>State Failure, State Success and Development (U85)</td>
<td>3</td>
</tr>
<tr>
<td>IA 3040</td>
<td>International Law and Politics</td>
<td>3</td>
</tr>
<tr>
<td>IA 314B</td>
<td>International Politics</td>
<td>3</td>
</tr>
<tr>
<td>IA 3575</td>
<td>U.S. Foreign Policy: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>IA 328B</td>
<td>Gateway to Development</td>
<td>3</td>
</tr>
<tr>
<td>IA 4246</td>
<td>State Failure, State Success and Development</td>
<td>3</td>
</tr>
<tr>
<td>IA 376</td>
<td>International Economics</td>
<td>3</td>
</tr>
<tr>
<td>IA 4761</td>
<td>Politics of Global Finance</td>
<td>3</td>
</tr>
<tr>
<td>Pol Sci 4070</td>
<td>Global Justice</td>
<td>3</td>
</tr>
<tr>
<td>Pol Sci 4731</td>
<td>Global Political Economy</td>
<td>3</td>
</tr>
<tr>
<td>SOC 4810</td>
<td>Global Structures and Problems</td>
<td>3</td>
</tr>
<tr>
<td>L32 4792</td>
<td>Globalization and National Politics</td>
<td>3</td>
</tr>
</tbody>
</table>

Research methods (choose one from this list, for a total of 3 units):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthro 3284</td>
<td>Public Health Research and Practice</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 4123</td>
<td>Argumentation Through Ethnography</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 4253</td>
<td>Researching Fertility, Mortality and Migration</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 4455</td>
<td>Ethnographic Fieldwork: The Politics of Schooling</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 4481</td>
<td>Writing Culture</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 4803</td>
<td>Advanced GIS Modeling and Landscape Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 307X</td>
<td>Community Building</td>
<td>3</td>
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<tr>
<td>Comp Lit 394</td>
<td>Worldwide Translation: Language, Culture, Technology</td>
<td>3</td>
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<tr>
<td>Econ 413</td>
<td>Introduction to Econometrics</td>
<td>3</td>
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<tr>
<td>Econ 414</td>
<td>Econometric Techniques (U07)</td>
<td>3</td>
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<td>EnSt 380</td>
<td>Applications in GIS</td>
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<tr>
<td>GIS 200</td>
<td>Introduction to GIS (U90)</td>
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<tr>
<td>GIS 300</td>
<td>Advanced GIS (U90)</td>
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<td>GIS 303</td>
<td>Digital Cartography (U90)</td>
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<td>Course Code</td>
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<td>GIS 421</td>
<td>Spatial Data Modeling and Design (U90)</td>
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<td>History 301T</td>
<td>Historical Methods — Transregional History</td>
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<td>INTER D 4003</td>
<td>Global Burden of Disease: Methods and Applications</td>
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<tr>
<td>IA 524</td>
<td>Methods and Research Design in International Studies (U85)</td>
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<td>IA 5410</td>
<td>Alternative Analytic Techniques for International Affairs (U85)</td>
<td>3</td>
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<tr>
<td>IAS 318</td>
<td>Learning to Use GIS in Development, Area Studies and International Affairs</td>
<td>3</td>
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<tr>
<td>IAS 3248</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>IAS 4005</td>
<td>Directed Research in IAS</td>
<td>3</td>
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<tr>
<td>Math 2200</td>
<td>Elementary Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Math 3200</td>
<td>Elementary to Intermediate Statistics and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Math 475</td>
<td>Statistical Computation</td>
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<tr>
<td>NPM 450</td>
<td>Social Entrepreneurship</td>
<td>3</td>
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<tr>
<td>Phil 321G</td>
<td>Philosophy of Science</td>
<td>3</td>
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<tr>
<td>Pol Sci 3011</td>
<td>Computational Modeling in the Social Sciences</td>
<td>3</td>
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<tr>
<td>Pol Sci 362</td>
<td>Politics and the Theory of Games</td>
<td>3</td>
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<tr>
<td>Pol Sci 363</td>
<td>Quantitative Political Methodology</td>
<td>3</td>
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<tr>
<td>Pol Sci 495</td>
<td>Research Design and Methods</td>
<td>3</td>
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<tr>
<td>Psych 300</td>
<td>Introduction to Psychological Statistics</td>
<td>3</td>
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<tr>
<td>DAT 120</td>
<td>Managerial Statistics I</td>
<td>3</td>
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<tr>
<td>DAT 121</td>
<td>Managerial Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>SOC 3050</td>
<td>Statistics for Sociology</td>
<td>3</td>
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</tbody>
</table>

**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 the full list of options.

- African and African-American Studies
- Anthropology
- Chinese
- Comparative Literature
- East Asian Languages and Cultures
- Economics
- Environmental Studies
- German
- History
- International and Area Studies
- Italian
- Jewish, Islamic and Middle Eastern Cultures
- Latin American Studies
- Political Science
- Religious Studies
- Sociology
- University College — Geographic Information Systems; International Affairs; International Studies; Sustainability
- Women, Gender, and Sexuality Studies

* Students may submit a request to add a course by following the instructions for the Petition Process (https://ias.wustl.edu/ias-course-petition).

## 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 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 who receive approval from IAS language faculty, this may include literature, culture, oral communication or linguistics courses in the target language, once such students complete the basic language sequence. Students must complete one semester of language to be eligible to declare the major in IAS.

Students are encouraged to study more than one language at Washington University, but they must satisfy their IAS language requirement by demonstrating competence in at least one language through the fourth semester. Available modern languages include Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish and Swahili. Students should consult the course listings (https://acadinfo.wustl.edu/Courselists/Courses.aspx?Mode=ILE) for details about the language sequences. (On the "A&S IQ" tab, click on "Courses," and then toggle "Area Requirement" to "LS Language & Cultural Diversity-Language" and click "Search" to see a list of available language courses.)

### Special note for Spanish speakers:

The following Spanish courses are not part of the regular sequence that are counted toward the four semesters of foreign language: Intermediate Spanish Conversation and Culture (L38 223), Business Spanish (L38 351), Medical Spanish (L38 353), and Spanish for the Social Sciences (L38 355). Some students might find these courses valuable for other reasons. For questions about this, students should consult with their major adviser.

Advanced foreign language courses in literature and culture used to satisfy the foreign language requirement may be counted as advanced credit for IAS majors as long as they are cross-listed with or approved for study abroad credit for the student's IAS concentration and provided the courses are not being counted toward any other degree.
Language courses taken to fulfill the IAS language requirement may count toward another major or minor unless they are being counted as advanced elective units for the IAS major requirement.

**Students With Prior Language Experience**

**Native speakers** of a foreign language: Students must satisfy the four-semester requirement in another language appropriate to their concentration.

**Heritage speakers** who do not have a native level of fluency: Students must seek appropriate placement by the coordinator of the language program and complete the four-semester requirement.

**Transfer students** who have taken language courses: Students may receive credit for the courses as part of the four-semester IAS foreign language requirement only if a placement exam is taken upon arrival at or return to Washington University and the foreign language department determines that the student may progress to the next highest level of language instruction.

**Students who take a foreign language course at another institution** (whether in the United States or abroad): Students may receive credit for the course as part of the four-semester IAS foreign language requirement only if (1) the credit is transferred back as Washington University credit; and (2) students take a placement exam upon their return to Washington University and the foreign language department determines that they may progress to the next highest level of language instruction.

**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 toward the major. For those students 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 grade-point average of 3.65 or higher in order to qualify for Senior Honors. Students should enroll in IAS 485 Preparation for IAS Honors Thesis during the fall of senior year and in IAS 486 IAS Senior Honors Thesis during the spring of senior year (under the corresponding section number of the faculty member overseeing the student's thesis).

Contact:  
Toni Loomis  
Phone: 314-935-5073  
Email: aloomis@wustl.edu  
Website: http://ias.wustl.edu

**Italian**

Students who are lovers of ancient Rome or Renaissance Florence, of soccer, or of 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 relationship to history, politics and the arts. Our summer, semester and year-long study abroad programs in Castelraimondo (Le Marche) and Padua will also 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, the fine arts or 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 during 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:  
Toni Loomis  
Phone: 314-935-5175  
Website: http://rll.wustl.edu

**Faculty**

For a list of affiliated faculty, please visit the Department of Romance Languages and Literatures faculty 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):**

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Ital 307D</td>
<td>Grammar and Composition I</td>
<td>3</td>
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<tr>
<td>Ital 308D</td>
<td>Grammar and Composition II</td>
<td>3</td>
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Two of the following courses (6 units):

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Ital 323C</td>
<td>Italian Literature I</td>
<td>3</td>
</tr>
<tr>
<td>Ital 324W</td>
<td>Italian Literature II - Writing Intensive</td>
<td>3</td>
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</tbody>
</table>
Ital 327 History of the Italian Language  
Two Italian 400-level seminars

### 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 and 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 Ital 4951 (Senior Honors, fall of the senior year) and 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 the departmental guidelines (http://rll.wustl.edu/latin-honors) for more information about Latin Honors.)

**Transfer Credits:** A minimum of 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):

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<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Ital 307D</td>
<td>Grammar and Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Ital 308D</td>
<td>Grammar and Composition II</td>
<td>3</td>
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Two of the following courses (6 units):

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<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ital 323C</td>
<td>Italian Literature I</td>
<td>3</td>
</tr>
<tr>
<td>Ital 324W</td>
<td>Italian Literature II - Writing Intensive</td>
<td>3</td>
</tr>
<tr>
<td>Ital 327</td>
<td>History of the Italian Language</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective courses:

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<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Ital 301</td>
<td>Oral Communication I</td>
<td>3</td>
</tr>
<tr>
<td>Ital 319</td>
<td>Advanced Conversational Italian</td>
<td>3</td>
</tr>
</tbody>
</table>

### 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 about Italian study abroad programs.

### Courses


**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 IQ: LCD, LS EN: H

**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 IQ: LCD, LS BU: HUM EN: H
**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 IQ: LCD, LS BU: HUM EN: H

**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 IQ: LCD, LS BU: HUM EN: H

**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 IQ: LCD, LS BU: HUM

**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 IQ: LCD, LS BU: HUM EN: H

**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 IQ: LCD BU: HUM

**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

**L36 Ital 247 First-Year 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. A&S: FYS

**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 Marin, as well as such contemporary writers as Michael Dibdin and Shirley Hazzard.  
Credit 3 units. A&S: FYS A&S IQ: HUM, LCD BU: HUM

**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

**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: Ital 201D.  
Credit 3 units. A&S IQ: LCD BU: HUM EN: H

**L36 Ital 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 Ital 323C and 324C. Prerequisite: Ital 201D, or permission of instructor.  
Credit 3 units. A&S IQ: LCD BU: HUM EN: H

**L36 Ital 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 required and unrequired. 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: Ital 307D or permission of instructor.
L36 Ital 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

L36 Ital 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.

L36 Ital 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: Ital 215 or placement by examination.
Credit 3 units. A&S IQ: LCD BU: HUM

L36 Ital 321 Independent Study
Credit variable, maximum 3 units.

L36 Ital 322 Topics
Students will act out scenes from major Italian comedies and dramas from various periods of Italian literary history. They will also study, discuss, and write short analyses of these theatrical works. Prerequisite: previous or concurrent enrollment in Ital 307D.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L36 Ital 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.
Credit 3 units.

L36 Ital 324C 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 Ital 307D or 308D recommended. Prerequisite: Ital 201D.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD, LS, WI BU: IS EN: H

L36 Ital 332C 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 IQ: HUM, LCD, LS, WI BU: IS EN: H

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 IQ: HUM, LCD, LS BU: IS EN: H

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 IQ: HUM, LCD Art: HUM BU: IS

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. BU: IS

L36 Ital 404 Senior Independent Study in Italian

Prerequisites: senior status; Ital 307D, 308D, 323C, 324C; and permission of instructor.

Credit 3 units.

L36 Ital 408 Disease, Madness, and Death Italian Style

Italian literary history teems with representations of illness, insanity, and death. From the ghastly 1348 plague that frames Boccaccio’s “Decameron” to the midday madness of errant Renaissance knights and from 16th-century tales of poisoning and 19th-century Pirandellian madmen to the contemporary scourge of mafia killings, disease, madness, and death are dominant facts of reality, points of view, symbols, and cultural characteristics of Italian poetry and prose. This course undertakes a pathology of these tropes in Italian literary history and seeks to understand their meaning for the changing Italian cultural identity across time and the Italian peninsula. Students will read primary literary texts and view excerpts from films alongside the study of articles focused on the cultural history of medicine, religion, and criminal justice. Taught in English. No final.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: BA, IS EN: H

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 WGS or in literary theory (300-level and above) or permission of the instructor.

Same as L77 WGS 419

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM EN: H

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 IQ: HUM, LCD Art: HUM EN: H

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 IQ: HUM, LCD, SC, SD EN: H

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 IQ: HUM, LCD, SD Art: HUM EN: H

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. Art: HUM

**L36 Ital 437 Caffe, 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 18-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 dance 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. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

**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.

**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.

**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 IQ: HUM, LCD EN: H

**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’ll 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’ll 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 IQ: HUM, LCD Arch: HUM Art: HUM EN: H

**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 *Decamerone,* 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 IQ: HUM, LCD Art: HUM EN: H

**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 IQ: HUM, LCD Art: HUM
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" (Manganelli), 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.

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.

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.

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. EN: H

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 the 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 during 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 Japanese 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
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Website: http://ealc.wustl.edu

Faculty
For a list of affiliated faculty, please visit the Department of East Asian Languages and Cultures faculty page.

Majors
The Major in Japanese Language and Culture

Units required: Eight courses for a minimum of 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:
Eight courses for a minimum of 24 advanced (300-level) and above units to include the following:
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 grade-point average of 3.65. 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 during the senior year. This course may be included among the 24 advanced units required 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 (i.e., Japan 226C, 332C, and 333C) should be taken in residence.

5. Up to 6 units of credit may be applied toward the major from one semester abroad, and up to 12 units of credit may be applied from two semesters abroad. Note that EALC no longer distinguishes study abroad credits earned in advanced language courses from those credits earned in other content (non-language) courses.

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 courses or above
- The following three courses:

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Japan 226C</td>
<td>Japanese Civilization</td>
<td>3</td>
</tr>
<tr>
<td>Japan 332C</td>
<td>Japanese Literature: Beginnings to 19th Century</td>
<td>3</td>
</tr>
<tr>
<td>Japan 333C</td>
<td>The Modern Voice in Japanese Literature</td>
<td>3</td>
</tr>
</tbody>
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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 (i.e., Japan 226C, 332C, and 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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H
L05 Japan 221 Topics: Japanese Popular Culture
A topics course on Japanese literature and culture; topics vary by semester.
Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L05 Japan 294 Images of East Asia: Chronicling the Japanese Experience
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 IQ: HUM, LCD BU: IS EN: H

L05 Japan 299 Independent Study
Prerequisite: Japan 213 and permission of the department.
Credit variable, maximum 6 units.

L05 Japan 320C Japan Since 1868
For some, the word Japan evokes Hello Kitty, animated films, cartoons, and sushi. For others, it makes them think of the Nanjing Atrocity, "comfort women," the Bataan Death March, and problematic textbooks. Still others will think of woodblock prints, tea ceremonies, and cherry blossoms or perhaps of Sony Walkmans and Toyota automobiles. At the same time, still others may have no image of Japan at all. Tracing the story of Japan's transformations — from a preindustrial peasant society managed by samurai-bureaucrats into an expansionist nation-state and then into its current paradoxical guise of a peaceful nation of talkies and Walkmans — provides the means for deepening our understandings of historical change in one region and grappling with the methods and aims of the discipline of history.
Same as L22 History 320C
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

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 IQ: LCD BU: HUM EN: H

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, 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 IQ: HUM, LCD BU: IS EN: H

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 IQ: HUM, LCD Art: HUM BU: HUM EN: H

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 Kafo, Tanizaki Jun'ichiro, and Nobel laureate 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

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 IQ: HUM, LCD, SD Art: HUM

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 IQ: HUM, LCD Art: AH, GFAH BU: HUM, IS EN: H

L05 Japan 346 Japanese Literature in Translation: Mystery Fiction
This topics course explores Japanese literature in translation. Topics vary by semester.
Credit 3 units. A&S IQ: HUM, LCD, SD BU: IS EN: H UColl: CD

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 IQ: HUM, LCD EN: H

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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

L05 Japan 418 Sexuality and Gender in East Asian Religions
In this course we will explore the role of women in the religious traditions of China, Japan and Korea, with a focus on Buddhism, Daoism, Shamanism, Shinto and the so-called "New Religions." We will begin by considering the images of women (whether mythical or historical) in traditional religious scriptures and historical or literary texts. We will 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 will include literary and religious texts, historical and ethnological studies, biographies and memoirs, and occasional videos and films. Prerequisites: This class will be 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, will need to obtain the instructor's permission before enrolling.
Same as L23 Re St 418
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

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 IQ: HUM, LCD BU: HUM, IS EN: H

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 IQ: HUM, LCD EN: H

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 IQ: HUM, LCD, WI Art: HUM EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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 IQ: HUM, LCD, SD Art: HUM EN: H

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. Art: HUM

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 IQ: HUM Art: AH EN: H

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 Ichio, Hirabayashi Taiko, Uno Chiyoshi, 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. Writing-intensive course. Credit 3 units. A&S IQ: HUM, LCD, SD, WI EN: H

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 Ichio, Hirabayashi Taiko, Uno Chiyoshi, 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. Writing-intensive course. Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM EN: H

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 IQ: HUM, LCD EN: H

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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS EN: H

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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS EN: H

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 IQ: LCD EN: H

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 IQ: HUM, LCD Art: HUM EN: H

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.

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.

L05 Japan 491 Topics in Japanese Literature: Japanese Historical Fiction and the Question of National Identity
A topics course on Japanese literature and history; topics vary by semester. Prerequisite: permission of instructor. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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 bestselling — 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 IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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.

Jewish, Islamic, and Middle Eastern Studies

Jewish, Islamic, and Middle Eastern Studies is an academic department, unique in North America, in which Jewish studies, Islamic studies, and Middle Eastern studies are integrated. It is an interdisciplinary department that motivates students to explore the historical experience; the literary, religious, and cultural expression; and the political and material life of Jewish, Islamic, and Middle 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 and understanding of these complex and diverse societies and cultures. Students will also be inspired 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, government, journalism, international affairs, education, the rabbinate or ministry, and communal or social work. Others have gone on to do graduate work in either Jewish, Islamic, or Middle Eastern studies or related disciplines. Still others have combined their interest in Jewish, Islamic, and Middle Eastern Studies with careers in business, medicine, or scientific research. All have found the major to be an intellectually and emotionally rewarding experience and an important component of their overall development.

The goals of the department are as follows:

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 Middle Eastern societies and cultures with neighboring peoples both within and outside the Middle East.
3. Encourage the 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.

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**Majors**

The Major in Jewish, Islamic, and Middle Eastern Studies

**Units required:** 24 advanced, in addition to prerequisites

The Jewish, Islamic, and Middle Eastern Studies major and its tracks, which are new for the class matriculating in 2019, will be formally available for declaration early in the fall semester.

Students who wish to major in Jewish, Islamic, and Middle Eastern Studies will select one of two tracks: Comparative Jewish and Islamic Studies or Modern Middle Eastern Studies.

**Prerequisites for Both Tracks**

- 100- and 200-level language (Arabic or Hebrew), by course work or by placement. (A student who skips the first four semesters of language courses by placement must successfully complete the fifth semester.)
- JIMES 210C Introduction to Islamic Civilization and JIMES 208F Introduction to Jewish Civilization: History and Identity (Students with substantial prior course work may substitute an additional upper-level course with permission of their adviser and the director of undergraduate studies.)

**Comparative Jewish and Islamic Studies Track Requirements**

- At least 3 credits in 300- and 400-level Jewish studies or Hebrew literature courses
- At least 3 credits in 300- and 400-level Islamic studies or Arabic literature courses
- 15 credits in 300- and 400-level JIMES courses, distributed as the student wishes
- 3 credits in the departmental capstone course to be taken during the senior year. (Students may take this course during their junior year with permission of their adviser and the director of undergraduate studies.)

**Modern Middle Eastern Studies Track Requirements**

- 15 credits in 300- and 400-level JIMES courses, distributed as the student wishes
- 3 to 6 credits in 300- and 400-level courses that are pertinent to the modern Middle East that may be home-based outside of the department (i.e., home-based in Anthropology, History, International and Area Studies, Political Science, Religious Studies, and so on)
- At least 3 credits in 300- and 400-level premodern Middle Eastern studies courses
- 3 credits in the departmental capstone course to be taken during the senior year. (Students may take this course during their junior year with permission of their adviser and the director of undergraduate studies.)

**Additional Information**

Students enrolled in preapproved 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 director of undergraduate studies. Summer programs and transfer courses can be granted as many as 6 credits subject to review by the student's adviser and the director of undergraduate studies. A limit of 9 credits in total can be applied to the major, whether the credits are earned in study abroad or summer programs or via transfer credit. For more information about preapproved study abroad programs, please visit the Jewish, Islamic, and Middle Eastern Studies Study Abroad Program website (https://jimes.wustl.edu/studyabroad).

Students must maintain an average of B in all courses for the major. A grade of B- or higher must be earned in each language course in order to advance to the next level.

No course taken pass/fail can count toward the prerequisites or the major.

A student may request credit for courses taken outside of the department (other than those that are cross-listed) by seeking the permission of the director of undergraduate studies and the department chair.

To be eligible to write a senior thesis, a student must maintain a grade-point average of 3.65 through the sixth semester. Senior thesis writers should sign up for an appropriate 3-credit course during both the fall and spring semesters. (The 6 credits from these courses can be applied to the primary area of study.)

**Minors**

For information about the minor in Arabic, please visit the Arabic (p. 241) page of this Bulletin.

For information about the minor in Hebrew, please visit the Hebrew (p. 493) page of this Bulletin.

For information about the minor in South Asian languages and culture (Hindi), please visit the Hindi (p. 498) page of this Bulletin.

**The Minor in Jewish, Islamic, and Middle Eastern Studies**

**Units required:** 18

The Jewish, Islamic, and Middle Eastern Studies minor and its tracks, which are new for the class matriculating in 2019, will be formally available for declaration early in the fall semester.
Students who wish to minor in Jewish, Islamic, and Middle Eastern studies will select one of two tracks: Comparative Jewish and Islamic Studies or Modern Middle Eastern Studies.

**Comparative Jewish and Islamic Studies Track Requirements**
- JIMES 210C Introduction to Islamic Civilization or JIMES 208F Introduction to Jewish Civilization: History and Identity
- At least 3 credits in 300- or 400-level Islamic studies or Arabic language and literature courses
- At least 3 credits in 300- or 400-level Jewish studies or Hebrew language and literature courses
- 9 credits in 300- or 400-level JIMES courses, distributed as the student wishes

**Modern Middle Eastern Studies Track Requirements**
- JIMES 210C Introduction to Islamic Civilization or JIMES 208F Introduction to Jewish Civilization: History and Identity
- 12 credits in 300- or 400-level modern Middle Eastern studies courses
- At least 3 credits in 300- or 400-level premodern Middle Eastern studies courses

**Additional Information**
Students enrolled in preapproved Washington University study abroad programs during the regular academic semester, in summer programs, and in transfer courses can earn a maximum of 3 units subject to review by their adviser and the director of undergraduate study.

Students must maintain an average of B in all courses for the minor. A grade of B- or higher must be earned in each language course in order to advance to the next level.

No course taken pass/fail can count toward the prerequisites or the minor.

A student may request credit for courses taken outside of the department (other than those that are cross-listed) by seeking the permission of the director of undergraduate studies and the department chair.

**Courses**
- For Arabic courses, visit the Arabic (p. 241) page of this Bulletin.
- For Hebrew courses, visit the Hebrew (p. 493) page of this Bulletin.
- For Hindi courses, visit the Hindi (p. 499) page of this Bulletin.


**L75 JIMES 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.
Same as L74 HBRW 1012
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

**L75 JIMES 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 IQ: LCD, LS BU: HUM EN: H

**L75 JIMES 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 IQ: LCD, LS BU: HUM EN: H

**L75 JIMES 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 IQ: LCD, LS BU: HUM, IS EN: H

**L75 JIMES 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 IQ: LCD, LS BU: HUM EN: H

**L75 JIMES 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.
Same as L49 Arab 108D
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

**L75 JIMES 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.
L75 JIMES 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. Same as L73 Hindi 112D
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 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 IQ: LCD, LS BU: HUM, IS

L75 JIMES 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 IQ: LCD, LS BU: HUM, IS

L75 JIMES 130 Beginning Urdu
This course covers all five skills (reading, writing, listening, speaking, cultural competency) for beginning students. Starting with the Nastaliq script and simple greetings, we will then cover the basics of Urdu grammar while building vocabulary. The class will be conducted in Urdu. Homework is due by the beginning of class the day it is assigned. All work must be completed to pass the course.
Same as L73 Hindi 130
Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L75 JIMES 150 First-Year Urdu I
This course covers all five skills (reading, writing, listening, speaking, cultural competency) for beginning students. Starting with the Nastaliq script and simple greetings, we will then cover the basics of Urdu grammar while building vocabulary. The class will be conducted in Urdu. Homework must be turned in by the beginning of class on the day on which it is due. All work must be completed to pass the course.
Same as L73 Hindi 150
Credit 5 units. A&S IQ: LCD BU: HUM EN: H

L75 JIMES 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 IQ: LCD, LS BU: HUM

L75 JIMES 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 IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM BU: IS EN: H

L75 JIMES 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 will address 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 gong 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 will be read in translation. In the course of their study, attention will be paid to peculiarities of literary genre and the problem of how to differentiate between fact and fiction. Throughout the semester we will 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.
Credit 3 units. A&S: FYS A&S IQ: HUM, LCD BU: ETH EN: H

L75 JIMES 176 First-Year Seminar: A Nation Apart? Jewish Identity in an Age of Nationalism
This course invites you 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?
L75 JIMES 1771 First-Year Seminar: The Exodus in the Jewish Experience
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 re-imagined 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.
Credit 3 units. A&S: FYS A&S IQ: HUM, SD EN: H

L75 JIMES 179 First-Year Seminar: Midrash: The Imaginative Interpretation of Biblical Texts
The aim of this course is to introduce students to Midrash, the highly fascinating literature of Rabbinic Biblical interpretation. Among the topics to be 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 will prove highly fascinating literature of Rabbinic Biblical interpretation. We will delve 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.
Credit 3 units. A&S: FYS A&S IQ: HUM BU: ETH EN: H

L75 JIMES 180 First-Year Seminar: Jewcy: Jewish Culture in the 21st Century
This course will examine cultural expressions of American Jewish identity within an ethnographic context. We will 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. Course is for first-year, non-transfer students only.
Credit 3 units. A&S: FYS A&S IQ: HUM BU: BA EN: H

L75 JIMES 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.

L75 JIMES 200A Doctors and Terrorists: The Fictions of South Asian Americans
South Asians have always played an integral role in the culture and politics of the United States. However, for complex reasons, their presence has either been concealed, dismissed through dangerous stereotypes, or, just as inaccurately, overly celebrated for proving the generosity of American liberalism and multiculturalism. Racially misrecognized, this large and heterogeneous group has nonetheless shaped American categories of race, sexuality, and citizenship in intriguing and powerful ways. South Asian Americans have turned to fiction, music, and popular culture to craft deeply intimate and original assessments of mainstream desires. In doing so, they have sought to resist the dictates of whiteness, to question U.S. imperialism, to garner acceptance and mobility, and to build solidarity with other U.S. minorities. In this course, we learn about the complex history and cultural productions of South Asians in America. How did "South Asia" become a category of identification, and who benefited from that designation? What role have South Asians played in the economic, cultural, and global ascendency of the United States? How do South Asians connect with and control their countries of origin? What is the significance of storytelling in building the archive and questioning the fiction of South Asian America?
Same as L46 AAS 200
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM EN: H

L75 JIMES 2011 Intermediate Hindi I
Continuing practice in listening, speaking, and grammatical understanding. The Hindi (Devanagari) script will be 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 IQ: LCD, LS BU: HUM EN: H

L75 JIMES 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, LS BU: HUM EN: H

L75 JIMES 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 IQ: LCD, LS BU: HUM EN: H

L75 JIMES 202D 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.
Same as L74 HBRW 2012
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H
L75 JIMES 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.
Same as L49 Arab 207D
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 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 IQ: LCD, LS BU: HUM EN: H

L75 JIMES 208F Introduction to Jewish Civilization: History and Identity
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: 7th 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.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 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 Islam and the Western world; medieval and modern Ottoman empires; colonialism and postcolonialism; and globalization of Islamic culture. Prerequisite: grade of B- or better in HBRW 106D or placement by examination. Five class hours a week with additional drill or laboratory hours set by instructor.
Same as L74 HBRW 210C
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 210C 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 210C
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L75 JIMES 211D Intermediate Modern Hebrew I
Intermediate modern Hebrew reading and discussion of modern Hebrew fiction. Development of language skills in special drill sessions. Conducted in Hebrew. Prerequisite: HBRW 210D or equivalent.
Same as L74 HBRW 211D
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 212D 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 210D or equivalent.
Same as L74 HBRW 212D
Credit 5 units.

L75 JIMES 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 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L75 JIMES 2157 First-Year Seminar: The Meaning of Pakistan: History, Culture, Art
Pakistan is the second largest Muslim nation and the sixth most populous country in the world. First imagined as an anti-majoritarian and anti-imperial idea, the nation came to be split between East and West Pakistan, with a hostile Indian nation dividing the country. The subsequent emergence of Bangladesh, from within, exposed the complexities of U.S. imperial and Indian power, colonialism, identity, ethnicity, race, nationalism and repression. More recently, the War on Terror has once again exploited the ethnic and cultural conflicts produced by world histories of power and resistance. The events of the past two hundred years have undoubtedly and violently exacerbated the politicization of social and cultural identities. This course situates Pakistan in the context of pre-colonial social formations, British colonialism, internal colonialism, U.S. imperialism, the Cold War, Soviet interests, Indian regional hegemony and then turns to the powerful and diverse struggles launched by its own citizens against these external forces. How did successive empires construct and politicize social identities, and how did people contest and adapt these? How did caste, gender, race and religion shape empire and anti-imperial histories? Our sources will be historical, ethnographic, and literary. We will cover topics such as colonial fantasies, decolonization, the political uses of social categories of tribe, caste, language and gender, the political economy of militarism, terrorism, "development," activism, diasporic formations, poetry, music and art. The course will deepen our collective understanding of a critical series of developments in world history. Just as crucially, we will build a framework within which to address the stereotypes about Pakistan that dominate popular and media discourses today.
Same as L22 History 2157
Credit 3 units. A&S IQ: FYS A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H
L75 JIMES 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 IQ: LCD, LS BU: HUM, IS

L75 JIMES 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 IQ: LCD, LS BU: IS

L75 JIMES 225C Introduction to India Culture and Civilization
Credit 3 units. BU: ETH

L75 JIMES 232 Intermediate Urdu I
This course is a continuation of First-Year Urdu I. Those who have not taken the sequence of Urdu courses offered by this department may be able to join this course if they have obtained prior knowledge of the language by some other means; see the instructor for placement. This course is designed to further develop skills in speaking and reading comprehension. Emphasis is given especially to communicative skill development (i.e., the use of language in various sociocultural contexts). In general, one-fourth of the class will be devoted to reading, one-fourth to conversation, one-fourth to grammar, and one-fourth to drills of various kinds. Course materials include a standard textbook, web-based materials, a language lab, audio-video materials, and course reader prepared by the instructor.
Same as L73 Hindi 232
Credit 3 units. BU: HUM

L75 JIMES 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 will help us to remember the Holocaust in the 21st century? We will grapple with these challenging questions by examining both literary texts by American, European and Israeli authors from a range of genres, including survivor memoirs, fictional narratives, a graphic novel, drama and poetry, and a number of films that depict the Holocaust.
Credit 3 units. A&S IQ: HUM BU: BA, HUM EN: H

L75 JIMES 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 ask: 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 IQ: HUM BU: BA EN: H

L75 JIMES 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, LS Arch: SSC Arch: SSC BU: BA EN: S

L75 JIMES 300 Introduction to the Hebrew Bible/Old Testament
The Hebrew Bible is the foundational text of Judaism and Christianity. It is a complex compilation of materials, reflecting great diversity in ideology, literary expression, social and political circumstances, and theology. In this course, we shall read a significant amount of the Bible in English translation. We shall study the various approaches that have been taken by scholars in trying to understand the Bible in its historical context. We shall also study how the Bible was traditionally interpreted by Jews and Christians during the last two thousand years.
Same as L23 Re St 300
Credit 3 units. A&S IQ: HUM, LCD Arch: Hum Arch: HUM BU: ETH, HUM EN: H

L75 JIMES 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 L73-202 or placement by examination.
Same as L73 Hindi 301
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H
L75 JIMES 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.
Credit 3 units. A&S IQ: HUM, LCD BU: ETH, HUM EN: H

L75 JIMES 301C Kings, Priests, Prophets, and Rabbis: The Jews in the Ancient World
We will 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 will 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 will 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 IQ: HUM, LCD Art: HUM BU: BA, HUM

L75 JIMES 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 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. See 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. BU: HUM, IS EN: H

L75 JIMES 302 Introduction to the History and Culture of Ancient Mesopotamia
This course will introduce students to the first great human civilization, Ancient Mesopotamia. Combining textual evidence and material remains we will 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 will focus 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. Since 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 will also be an important experience in cross-cultural learning.
Credit 3 units. BU: HUM, IS

L75 JIMES 3020 Advanced Hindi II
This course is a continuation of L73-301. 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 L73-301 or placement by examination. Same as L73 Hindi 302
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 3062 Islam, Culture and Society in West Africa
This course will explore 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 will focus 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 will also examine 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 IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S UColl: CD

L75 JIMES 3070 The Writing of the Indian Subcontinent
The Indian Sub-continent has in recent years yielded a number of writers, expatriate of 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 Sub-continental writers. Covering both fiction and non-fiction by several authors including R. K. Narayan, Salman Rushdie, Anita Desai, Amitav Ghosh, Sara Suleri, Micheal Ondaatjie and Romesh Gunesekera, we will 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 IQ: HUM, LCD Art: HUM BU: HUM

L75 JIMES 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 307D Advanced Arabic I
Continuation of Arabic 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 Arabic 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 IQ: LCD, LS BU: HUM EN: H
L75 JIMES 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 to be 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. Same as L23 Re St 3082

L75 JIMES 308D Advanced Arabic II
A continuation of Arabic 307D. Continued integration of language development through reading, writing, speaking, and listening activities centered around advanced authentic material. This semester will prove critical for making the transition from Modern Arabic to Classical Arabic, including Qur’anic Arabic. Continued development of colloquial Arabic. Prerequisite, Arabic 307D or equivalent.
Credit 4 units. Same as L49 Arab 308D

L75 JIMES 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. BU: ETH

L75 JIMES 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: JNE 208F or equivalent.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

L75 JIMES 3101 The Problem of Evil: The Holocaust and Other Horrors
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 approached to the problem of evil in Western philosophical and religious thought.
Credit 3 units. Same as L23 Re St 3101

L75 JIMES 3110 Sacred Architecture of the Indian Subcontinent
This course will explore the architecture of sacred places in India, including the Hindu, Jain, and Buddhist Temples; the Islamic Mosque; the Sikh Gurudwara; the Zoroastrian Fire Temple; the Jewish Synagogue; and the Christian Church, as well as their evolution from the Vedic period to precolonial times. The similarities and differences between the design elements of these places of worship will be examined through the lens of cultural, regional, and political influences in India. The built structure remains a principal visible record to study the evolution of a civilization. Through readings, visuals, and discussions, students will learn about not only the architectural styles and motifs used in sacred buildings but also the ways in which diverse design principles reflect social, political, and cultural changes overtime. This interdisciplinary study of culture, design, religion, and society will be of interest to students of architecture, archeology, art, art history, languages and cultures, preservation, religion, and South Asian culture, among other subjects.
Credit 3 units. A&S IQ: LCD BU: IS EN: H

L75 JIMES 3112 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, socio-economic, and political structures and institutions within the context of modern and contemporary global trends since the 19th century through the prism of long duree developments and processes. As an introductory and preparatory course, it aims primarily at familiarizing students with scholarly themes, questions, and problems which will aid 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 IQ: HUM BU: IS EN: H

L75 JIMES 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.
Credit 3 units. Same as L23 Re St 312

L75 JIMES 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 IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

L75 JIMES 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 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 IQ: HUM, LCD, SD BU: HUM, IS EN: H

L75 JIMES 314C Islamic History: 1200-1800
An introduction to Islamic polities 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 will not be a "survey" of this period but a series of "windows" that will allow you 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 IQ: HUM, LCD Art: HUM BU: HUM, IS

L75 JIMES 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 IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

L75 JIMES 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 IQ: LCD, LS BU: HUM, IS

L75 JIMES 3192 Modern South Asia
This course will cover the history of the Indian sub-continent in the 19th and 20th centuries. We shall 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 will be emphasized equally. Same as L22 History 3192
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

L75 JIMES 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 IQ: HUM, LCD BU: HUM, IS EN: H

L75 JIMES 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 Quran and...
L75 JIMES 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 IQ: LCD, LS BU: HUM EN: H

L75 JIMES 3221 Topics: The Jewish Experience in Italy, 1850-1945
This course will examine 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 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 Italian for Italian majors. Discussion in English. Prerequisite for Italian majors: Italian 307D; no prerequisite for students in other majors. Three five-page papers. PLEASE NOTE: THE L75 5221 CROSS-LISTING COURSE IS FOR GRADUATE STUDENTS ONLY. Same as L36 ItaII 3221
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

L75 JIMES 322D Modern Jewish Literature in Hebrew
Same as L74 HBRW 322D
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 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 Judaic, 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 ReSt 323
Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

L75 JIMES 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.

L75 JIMES 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 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 IQ: HUM, LCD BU: HUM EN: H

L75 JIMES 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.
Credit 3 units. A&S IQ: HUM BU: IS EN: H

L75 JIMES 3292 Topics in Politics: Modern South Asian Politics
This course will focus on the recent political history and development of South Asia. It will begin with a review of the British colonial period and the Independence movement. The remainder of the course will examine different political issues in India, Pakistan, Bangladesh, and Sri Lanka. Topics will 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. Course website: http://artsci.wustl.edu/~polisci/parikh/asian/
Same as L32 Pol Sci 3292
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

L75 JIMES 3293 Religion and Society
We will 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 recting scripture. We will 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 IQ: SSC Art: SSC BU: ETH EN: S
L75 JIMES 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 A DISCUSSION SECTION.
Same as L21 German 331
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

L75 JIMES 3331 The Holocaust: History and Memory of the Nazi Genocide
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 IQ: HUM, LCD, SC, SD Art: HUM BU: ETH, HUM, IS EN: H

L75 JIMES 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 IQ: HUM, LCD, SC, SD BU: ETH, HUM, IS

L75 JIMES 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 IQ: HUM, LCD, SC, SD Art: HUM BU: HUM, IS EN: H UColl: HEU, HSM

L75 JIMES 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 IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

L75 JIMES 3392 Topics in South Asian Religions
The topic for this course varies. The topic for fall 2017 was Hinduism and the Hindu Right.
Same as L23 Re St 3392
Credit 3 units. A&S IQ: HUM BU: IS EN: H

L75 JIMES 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 IQ: HUM, LCD, SC, SD, WI Art: HUM BU: HUM

L75 JIMES 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 IQ: HUM BU: HUM EN: H
L75 JIMES 3411 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.
Same as L66 ChSt 341
Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L75 JIMES 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 gambit 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 IQ: HUM BU: BA EN: H

L75 JIMES 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 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L75 JIMES 3444 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 last twenty years have seen a wave of imaginative literature about the Holocaust written by non-survivors. This course will examine recent post-Holocaust literature, both fictional and autobiographical, by contemporary Jewish writers from Europe, Israel and the U.S., 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 will be the questions of language, narrative structure, referentiality, artistic representation, intergenerational trauma, vicarious memory and post-Holocaust Jewish identity.
Credit 3 units. Art: HUM BU: HUM

L75 JIMES 3445 Mesopotamian Mythology: Stories from Ancient Iraq
In this course we will 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 Gilamesh, the Enuma Elish, myths of the goddess Ishtar as well as various flood and creation accounts will be among those we read. Cultural background information will be examined to situate each myth in its ancient context. Various theories of interpreting myth will also be explored in order to appreciate the power and the many uses of these multivalent stories. Several basic questions will 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?), and Does myth still play a role in our own modern cultures?
Credit 3 units. BU: HUM

L75 JIMES 3446 Islamic Law
This course will present a general overview of Islamic law and an introduction to the study of religious legal authority which values consensus. It will then explore the formation of the major schools of law. Next it will debate the notions of 'ijtihad' and 'taqlid' and discuss how open and independent legal decisions have been in the Islamic world. It will also trace 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 IQ: HUM EN: H

L75 JIMES 3449 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 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.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

L75 JIMES 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 IQ: HUM, LCD, SD Art: HUM BU: HUM, IS EN: H

L75 JIMES 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 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.
Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

L75 JIMES 352 Iraqi Literature
This course introduces students to major works in Iraqi literature of 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 IQ: HUM BU: IS EN: H

L75 JIMES 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 JIMES 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, SC, SD BU: IS EN: S

L75 JIMES 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. Art: HUM BU: HUM

L75 JIMES 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.
Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L75 JIMES 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 will deal with various approaches to the definition of Jewish music, perceived as a cultural and sociological component in the Jewish communities throughout the Diaspora. We will 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 will 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 will be the study of the bibliography and discography of Jewish musics.
Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 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 will be 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 IQ: HUM, LCD EN: H

L75 JIMES 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 will deal with the challenge of commemorating the Holocaust through music.

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

L75 JIMES 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 will 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 will 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 IQ: HUM, LCD BU: IS EN: H

L75 JIMES 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 Sephardic 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 construct 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 IQ: HUM, LCD BU: IS EN: H

L75 JIMES 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 will read 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 will read all texts in English.

Same as L97 IAS 3602
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L75 JIMES 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 8th century to its sack by the Mongols in the 13th. Starting from the background history of its location in Mesopotamia, we will 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. Since Baghdad was the seat of the Abbasid caliphate at the time, we will 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 IQ: HUM

L75 JIMES 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 IQ: HUM, LCD BU: ETH

L75 JIMES 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.
L75 JIMES 364 Literature and Ethics
Same as L16 Comp Lit 364
Credit 3 units. A&S IQ: HUM Art: HUM BU: ETH EN: H

L75 JIMES 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
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: ETH EN: H

L75 JIMES 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

L75 JIMES 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 IQ: HUM Art: HUM BU: ETH

L75 JIMES 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 IQ: HUM, LCD BU: ETH EN: H

L75 JIMES 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 IQ: HUM, LCD BU: IS EN: H

L75 JIMES 36CA Heroes and Saints in India: Religion, Myth, History
This course provides an introduction to the history of modern India and Pakistan through the voices of the Indian subcontinent’s major thinkers. We will spend time in the company of saints, from the “great-souled” Mahatma Gandhi to the Sufi scholar Ashraf Ali Thanawi, and we will travel alongside the heroes of peasant politics, women’s rights, and struggles for national and social freedom and equality. We will immerse ourselves in the rich narrative heritage of India as it has been challenged, reworked, and harnessed for present and future needs, from the 19th century through the present. Lecture and discussion format; prior knowledge of India or Pakistan not required.
Same as L22 History 36CA
Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L75 JIMES 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 IQ: HUM, LCD BU: IS

L75 JIMES 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: HUM, IS EN: H
L75 JIMES 374 Of Dishes, Taste, and Class: History of Food in the Middle East
When the 13th century author Ibn al-Adim from the city of Aleppo, Syria, titled his book on food Reaching the Beloved through the Description of Delicious Foods and Perfumes, he was perhaps not concerned so much with simply how to satisfy hunger. Thinking through the title alone opens a window for us on all sorts of cultural, social, economic, and political questions about food and drink. Our history as humans with food is long and complicated. It extends from seeking basic nutrition to sustain our livelihood to contracting diseases. Food also plays a fundamental role in how humans organize themselves in societies, differentiate socially, culturally, and economically, establish values and norms for religious, cultural, and communal practices, and define identities of race, gender, and class. Food has been one of the most visible signs of social status in any given society and a vital part of many movements of political and social reform and transformation. Food has been a major question in trans-regional, international, and recently global cooperation and conflict as well. This course will cover the history of food and drink in the Middle East to help us understand our complex relation with food and look at our lives from perspectives we intuitively feel or by implication know, but rarely critically and explicitly reflect on. This course does not intend to spoil, so to speak, this undeniably one of the most pleasurable human needs and activities, but rather to make you aware of how food shapes who we are as individuals and societies. We will study the history of food and drink in the Middle East across the centuries until the present time, but be selective in choosing themes, geographic regions, and historical periods to focus on. Course work is geared toward increasing your ability to think about food and drink analytically as a socio-economic and cultural capital, noticeable marker of identity, and indicator of a political position. In a sense we will try to tease out in class why we are what we eat! Please consult the instructor if you have not taken any course in the humanities. Credit 3 units.

L75 JIMES 377 History of Slavery in the Middle East
This course will examine slavery and its abolition in the Middle East and North Africa from 600 through the present time. Starting from late antiquity practices of slavery, we will expand our discussion chronologically to cover various forms of slavery as practiced and imagined through the centuries. In addition to theoretical and moral discussions of slavery in pertinent genres of literature, we will be examining household, field, and military slavery as well as the remarkable phenomenon of slave dynasties. We will conclude with the abolition of slavery in the 19th and 20th centuries and discuss the legacy of slavery in the contemporary Middle East. Topics of discussion will include legal and moral views on slavery; forms of male and female slavery; political, military, and economic dimensions of slavery; issues of race and gender; and slave writings that reflect on experiences of slavery from within. Primary sources in Turkish, Persian, and Arabic will be available for those who have an advanced knowledge in any of these languages, but both primary and secondary sources will be in English. The goal is to enable students to understand slavery in the Middle East in its various forms and practices and to eventually compare it to the slavery of other regions and cultures, such as European and Atlantic slavery. Credit 3 units.

L75 JIMES 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. Credit 3 units.

L75 JIMES 3782 Before "the Clinic was Born": Medicine Among European Jews from the Middle Ages to the 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.

L75 JIMES 3784 Introduction to Biblical Hebrew
This course will enable 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. Prereg: HBRW 214D or instructor's permission. Credit 3 units.

L75 JIMES 385 Topics in Jewish and Near Eastern Studies
Consult Course Listings for current topics. Prerequisite: permission of instructor. Credit 3 units.

L75 JIMES 386 Topics in Biblical Hebrew Texts
Prereg: L74-384 or permission of the instructor.
Same as L74 HBRW 385D
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L75 JIMES 386 Topics in Jewish History
Consult Course Listings for current topics. Prerequisite: permission of instructor.
Credit 3 units. A&S IQ: HUM BU: BA EN: H

L75 JIMES 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. Art: HUM

L75 JIMES 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 IQ: HUM, LCD, WI BU: BA EN: H

L75 JIMES 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 post-colonial periods. Same as L22 History 38C8
Credit 3 units. A&S IQ: HUM, LCD, WI BU: IS EN: H

L75 JIMES 390 Topics in Jewish, Islamic and Middle Eastern Studies: 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.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

L75 JIMES 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 will 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 IQ: HUM BU: IS EN: H

L75 JIMES 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 will vary, but may include Britain, France, Turkey, China, Japan, India and Pakistan. Same as L22 History 3921
Credit 3 units. A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

L75 JIMES 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 how these three disciplines have shaped various aspects of social life within premodern Muslim communities. Same as L23 Re St 396
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L75 JIMES 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 IQ: HUM, LCD, WI BU: HUM, IS EN: H

L75 JIMES 4001 Capstone Seminar Antisemitism and Islamophobia: A Comparative Perspective
The capstone course for Jewish, Islamic, & 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

L75 JIMES 4010 Fourth-Level Modern Hebrew I
Improves proficiency in the oral and written use of modern Hebrew through reading and discussion of short stories, Israeli
A critical inquiry into the Jewish socio-cultural construction of gender, past and present. Topics will include the nature of the Jewish convenantal 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, will be among the materials explored. JINES 208F is recommended.

Credit 3 units. A&S IQ: LCD, LS, WI BU: HUM EN: H

L75 JIMES 402D Fourth-Level Modern Hebrew II

Students with advanced proficiency maintain and develop reading, speaking, and writing skills. Class conducted in Hebrew. Readings focus on key works of Hebrew poetry and fiction from earlier in this century and from contemporary Israel; additional reading and discussion of essays and editorials from current Israeli press, viewing of films and current news broadcasts produced in Israel. Prerequisite: HBRW 4010. Same as L74 HBRW 402

Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 403 Gender and Sexuality in Judaism

A critical inquiry into the Jewish socio-cultural construction of gender, past and present. Topics will include the nature of the Jewish convenantal 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, will be among the materials explored. JINES 208F is recommended.

Credit 3 units.

L75 JIMES 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 IQ: LCD, SSC Art: SSC

L75 JIMES 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 IQ: LCD, SSG Art: SSG BU: IS

L75 JIMES 4042 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 contemporary movements 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.

Credit 3 units. A&S IQ: SSG BU: IS EN: S

L75 JIMES 405 Diaspora in Jewish and Islamic Experience

The polarties 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 post-colonial 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 IQ: HUM EN: H

L75 JIMES 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 IQ: LCD BU: IS EN: H

L75 JIMES 4060 Convivencia or Reconquista? Muslims, Jews, and Christians in Medieval Iberia

Senior Seminar. This seminar will provide an opportunity to explore in some detail 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 8th 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.

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

L75 JIMES 407 Fourth-Level Arabic I
A continuation of the Arabic sequence for students who have attained the requisite proficiency in reading, writing, speaking, and listening to Modern Standard Arabic. Readings and discussions of literary and cultural materials in Arabic. Prerequisite: grade of B- or higher in Arabic 308, placement exam and/or permission of the instructor. This course is not repeatable. If you have previously taken this course and wish to study Arabic beyond this level please contact Prof. McManus. Same as L49 Arab 407
Credit 3 units. A&S IQ: LCD, LS Arch: HUM Art: HUM BU: HUM

L75 JIMES 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 will 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 will 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 will be 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 IQ: HUM EN: H

L75 JIMES 4081 Fourth-Level Arabic II
Focused reading and discussion of texts written by modern Arab intellectuals. These texts will center on the interrelated topics of modernity, politics, and religion. The course will emphasize: (1) increasing reading speed; (2) increasing depth of reading comprehension; (3) strengthening grammar; (4) building Arabic to English translation skills. Prerequisite: Minimum grade of B- in Arabic 407 or placement by examination. This course is not repeatable. If you have previously taken this course and wish to study Arabic beyond this level please contact Prof. McManus. Same as L49 Arab 408
Credit 3 units. A&S IQ: LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

L75 JIMES 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 to cover include the creation of holy sites, the concept of sacred space, the practice of pilgrimages, and the tropes of exile and return. Texts will 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: coursework in JINES and senior standing or permission of instructor.
Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 4100 The Ottoman Empire: 1300-1800
Credit 3 units.

L75 JIMES 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 IQ: HUM, LCD Art: HUM EN: H

L75 JIMES 415 Topics in Judaism
Prerequisite: permission of instructor.
Credit 3 units.

L75 JIMES 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 IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM
EN: H

L75 JIMES 420 Topics in the Israeli Short Story
Various themes in Hebrew belles lettres, e.g., the intertwinings of politics and literature, the survival of rabbinic metaphors.

Same as L74 HBRW 420
Credit 3 units. A&S IQ: LCD Art: HUM

L75 JIMES 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 intends to reconsider 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 will pay attention to hierarchy in particular tariqa. Finally, the course will examine how African Sufi orders have shaped their teachings to fit transnational demands over the 20th and 21st century. We will explore these issues through readings, current media, lectures and special guest speakers.

Same as L90 AFAS 4213
Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 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, SC, SD Arch: HUM Art: HUM EN: H

L75 JIMES 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. Prereq: HBRW 385 or HBRW 401 or instructor's permission.

Same as L74 HBRW 440
Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 442 Empire and Memory: Approaches to Islamic Historiography (ca. 800-1250)
The subject of this course is an in-depth study of medieval Arabic historiography from the 8th through the 13th centuries, when the Mongols run 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 socio-political context and examine one by one the most major historiographical traditions and philosophies from the 8th through the 13th centuries: prophetic traditions, belles-lettres, annals, biographical dictionaries, and genealogical literature.

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

L75 JIMES 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.

L75 JIMES 4445 Topics in Islam
Fall 2017 Topic: History of Political Thought--------This course aims to study political thought and practice in Islamic history (ca. 8-13th 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 8th 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 socio-political relations, distinctions, and structures. We hope to have a better grasp on the historicity of ideas presented in timeless categories in political discourse. Prereqs: Advanced knowledge of Arabic preferred but not required.

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L75 JIMES 464 Arabic Textual Analysis
This course introduces the advanced student of Arabic to a variety of prose narratives in the modern language. Readings, which will include literary texts and topical essays on aspects of Arabic society and culture, will reflect the needs and interests of the enrolled students.

Same as L49 Arab 464
Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM EN: H

L75 JIMES 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 socio-political 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 L23 Re St 479
Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: ETH EN: H

L75 JIMES 467 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L75 JIMES 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 @4pm.

Same as L53 Film 475
Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 479 Senior Seminar in Religious Studies:
Governing Religion
The topic for this seminar differs every year. Previous topics include Governing Religion; 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 coursework in Religious Studies.

Same as L23 Re St 479
Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: ETH EN: H

L75 JIMES 4790 Advanced Seminar: Empire and Messianism in the Middle East
Credit 3 units.

L75 JIMES 485 Topics in Jewish Studies
Consult Course Listings for current topic. Prerequisite: permission of instructor.
Credit 3 units. EN: H

L75 JIMES 4851 Topics in American Jewish Studies
Credit 3 units. A&S IQ: HUM EN: H

L75 JIMES 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 will 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 to be 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 to be 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 will prove to be smart, playful, at times even slippery, and yet substantial. ALL TEXTS WILL BE READ IN TRANSLATION.

Credit 3 units. A&S IQ: HUM

L75 JIMES 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 will investigate the character of cities in the colony and then use these empirical and analytical entry points to examine critically some theories of modernity. The geographical focus of the course will be primarily on cities in the Middle East, North Africa, and South Asia.

Same as L22 History 4972
Credit 3 units. A&S IQ: HUM, LCD Art: HUM

L75 JIMES 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 will be paired with bibliographical research assignments. PERMISSION OF THE INSTRUCTOR.
Credit 3 units. A&S IQ: HUM: EN: H

L75 JIMES 492 Advanced Seminar: 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 IQ: HUM, LCD Art: HUM

L75 JIMES 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 IQ: HUM, LCD Art: HUM

L75 JIMES 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.

L75 JIMES 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 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 JIMES, 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 IQ: HUM: EN: H

L75 JIMES 4972 Guided Readings in Persian
Prerequisites: senior standing, and permission of instructor and the Department Chair.
Same as L47 Pers 4972
Credit variable, maximum 3 units.

L75 JIMES 4973 Guided Readings in Hebrew
Prerequisites: senior standing, and permission of instructor and the Department Chair.
Same as L74 HBRW 4973
Credit variable, maximum 5 units.

L75 JIMES 498 Guided Readings in Arabic
Prerequisites: senior standing, and permission of instructor and the Department Chair.
Same as L49 Arab 498
Credit 3 units.

L75 JIMES 4982 Guided Readings in Persian II
Prerequisites: senior standing, and permission of instructor and the Department Chair.
Same as L47 Pers 4982
Credit variable, maximum 3 units.

L75 JIMES 4983 Guided Readings in Hebrew
Prerequisites: senior standing, and permission of instructor and the Department Chair.
Same as L74 HBRW 4983
Credit variable, maximum 5 units.

L75 JIMES 4984 Guided Readings in Aramaic
Prereq: Permission of the instructor and the Department Chair.
Same as L74 HBRW 4984

Credit 3 units. A&S IQ: HUM, LCD Art: HUM

L75 JIMES 4984 Guided Readings in Aramaic
Prereq: Permission of the instructor and the Department Chair.
Same as L74 HBRW 4984

Credit variable, maximum 5 units.
L75 JIMES 4985 Guided Readings in Biblical Hebrew
Prereq: Permission of the instructor and the Department Chair. Same as L74 HBRW 4985
Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 4986 Guided Readings in Talmudic Aramaic and Rabbinic Texts
Prereq: Instructors Permission. Credit variable, maximum 6 units.

L75 JIMES 4987 Guided Readings in Akkadian
Prereq: Permission of the instructor and the Department Chair. Same as L74 HBRW 4982
Credit variable, maximum 6 units.

L75 JIMES 4989 Grounding the Ecocritical: Guided Readings in Near Eastern Studies
Prerequisite: permission of the instructor. Credit variable, maximum 6 units.

L75 JIMES 499 Study for Honors in Jewish, Islamic, and Middle Eastern Studies
Prerequisites: senior standing and permission of the chair of the Jewish, Islamic, and Middle Eastern Studies department. Credit 3 units. A&S IQ: HUM EN: H

L75 JIMES 4991 Study for Honors in Jewish, Islamic, and Middle Eastern Studies
Offered in the spring semester in conjunction with L75 499. Prerequisites: senior standing and permission of the chair of the Jewish, Islamic, and Middle Eastern Studies department. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L75 JIMES 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 IQ: HUM, LCD EN: H

L75 JIMES 49JK Advanced Seminar: Blood & Sacred Bodies: Ritual Murder & 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

L75 JIMES 4981 Guided Readings in Biblical Hebrew
Prereq: Permission of the instructor and the Department Chair. Same as L74 HBRW 4981
Credit variable, maximum 6 units. EN: H

L75 JIMES 4982 Guided Readings in Talmudic Aramaic and Rabbinic Texts
Prereq: Instructors Permission. Credit variable, maximum 6 units.

L75 JIMES 4983 Guided Readings in Akkadian
Prereq: Permission of the instructor and the Department Chair. Same as L74 HBRW 4983
Credit variable, maximum 6 units.

L75 JIMES 4984 Guided Readings in Palestinian Aramaic
Prereq: Permission of the instructor. Credit variable, maximum 6 units.

L75 JIMES 4987 Guided Readings in Talmudic Aramaic and Rabbinic Texts
Prereq: Instructors Permission. Credit variable, maximum 6 units.

L75 JIMES 4988 Guided Readings in Palestinian Aramaic
Prereq: Permission of the instructor. Credit variable, maximum 6 units.

L75 JIMES 4999 Study for Honors in Jewish, Islamic, and Middle Eastern Studies
Prerequisites: senior standing and permission of the chair of the Jewish, Islamic, and Middle Eastern Studies department. Credit 3 units. A&S IQ: HUM EN: H

L75 JIMES 5000 Independent Work in Jewish, Islamic and Middle Eastern Studies
Prerequisites: Senior standing and permission of the chair of the Jewish, Islamic, and Middle Eastern Studies program. Credit variable, maximum 6 units.

L75 JIMES 5001 Introduction to the Hebrew Bible/Old Testament
The Hebrew Bible is the foundational text of Judaism and Christianity. It is a complex compilation of materials, reflecting great diversity in ideology, literary expression, social and political circumstances, and theology. In this course, we shall read a significant amount of the Bible in English translation. We shall study the various approaches that have been taken by scholars in trying to understand the Bible in its historical context. We shall also study how the Bible was traditionally interpreted by Jews and Christians during the last two thousand years. Same as L23 Re St 300 Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H

L75 JIMES 5012 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
L75 JIMES 501C The Jews in the Ancient World
We will 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 will 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 will illuminate why the religion of the Bible developed into rabbinic Judaism and Christianity and how rabbinic literature and institutions were created.
Same as L75 JIMES 301C
Credit 3 units. A&S IQ: HUM, LCD BU: HUM BA, HUM

L75 JIMES 5061 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 8th century to its sack by the Mongols in the 13th. Starting from the background history of its location in Mesopotamia, we will 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. Since Baghdad was the seat of the Abbasid caliphate at the time, we will 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 JIMES 361
Credit 3 units. A&S IQ: HUM EN: H

L75 JIMES 5073 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 507D Advanced Arabic I
Continuation of Arabic 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 Arabic 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 IQ: LCD, LS BU: HUM EN: H

L75 JIMES 510 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: JNE 208F or the equivalent.
Same as L75 JIMES 310
Credit 3 units. A&S IQ: HUM Art: HUM BU: ETH

L75 JIMES 5149 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 IQ: HUM, LCD, SD BU: HUM, IS EN: H

L75 JIMES 5150 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 IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

L75 JIMES 516 Advanced Persian I
Selected readings from classical Persian prose and poetry. Prose readings from historical, mystical, and ethical literature by such authors as Bayaghi, '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 IQ: LCD, LS BU: HUM, IS

L75 JIMES 517 Advanced Persian II
Selected readings from modern Persian prose and poetry. The section on prose includes readings from key 19th- and 20th-century texts carrying the debate on social and literary reform. Examples from novels, short stories, and plays by such authors as Hedayat and Sa'di studied. Poetry selections include works of traditional figures, such as Iraj Mirza. Focus on reformists such as Nima, Shamlu, and Forough. Class discussion emphasized the use of music, slides, and videos continued. Emphasis on developing skills in writing, speaking, and understanding Persian. Prerequisite: Persian 316 or equivalent.
Same as L47 Pers 317

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 JIMES 3012
Credit 3 units. A&S IQ: HUM, LCD BU: ETH, HUM EN: H
Credit 3 units. A&S IQ: LCD, LS Art: HUM BU: HUM EN: H

L75 JIMES 520 Third-Level Modern Hebrew I
Implements 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 IQ: LCD, LS BU: HUM EN: H

L75 JIMES 5221 Topics: The Jewish Experience in Italy, 1850-1945
This course will examine 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 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: Italian 307D; no prerequisite for students in other majors. Three five-page papers. PLEASE NOTE: THE L75 5221 CROSS-LISTING COURSE IS FOR GRADUATE STUDENTS ONLY.
Same as L36 Ital 3221
Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 522D Third-Level Modern Hebrew II
Same as L74 HBRW 322D
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 5273 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 JIMES 3273
Credit 3 units. A&S IQ: HUM BU: IS EN: H

L75 JIMES 5278 Literary Seminar: Contentious Cinema — German Film Culture After Unification
Same as L21 German 528
Credit 3 units. EN: H

L75 JIMES 5312 Norms, Networks, and Repertoires: The Anthropology of Institutions
We live our lives in social institutions: schools, courts, offices, hospitals, churches, and so forth, each one shaped by norms or rules, in which people form networks and draw on their repertoires for social action. Anthropologists and sociologists study institutions through ethnography, the close study of everyday interactions, albeit also incorporating approaches from politics and economics, and largely shaped by the traditions of social pragmatism. We explore the theoretical and empirical dimensions of an ethnographic and pragmatist approach through readings of Coffman, Foucault, and Bourdieu, and of more recent analyses of schools, courtrooms, immigration police, science laboratories, art, and other institutions.
Same as L48 Anthro 5312
Credit 3 units.

L75 JIMES 5314 Islamic History: 1200-1800
An introduction to Islamic polities 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 will not be a "survey" of this period but a series of "windows" that will allow you 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 IQ: HUM, LCD Art: HUM BU: HUM, IS

L75 JIMES 5334 Crusade, Disputation, 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 IQ: HUM, LCD, SC, SD BU: ETH, HUM, IS

L75 JIMES 535C 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 triumph. 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 IQ: HUM, LCD, SC, SD Art: HUM BU: HUM, IS EN: H

L75 JIMES 536 The 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 IQ: HUM BU: HUM, IS EN: H

L75 JIMES 541 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 JIMES 341  
Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H

L75 JIMES 5431 Core Seminar in Comparative and World History: Islam in the Medieval and Early Modern Mediterranean  
The Core Seminar in Comparative and World History examines a historical institution, idea, phenomenon, or process across 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.

L75 JIMES 5442 Core Seminar in World History  
The course examines a historical institution, idea, phenomenon, or process across 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 5442  
Credit 4 units.

L75 JIMES 545 Mesopotamian Mythology: Stories from Ancient Iraq  
In this course we will 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 will be among those we read. Cultural background information will be examined to situate each myth in its ancient context. Various theories of interpreting myth will also be explored in order to appreciate the power and the many uses of these multivalent stories. Several basic questions will 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?), and Does myth still play a role in our own modern cultures?  
Same as L75 JIMES 345  
Credit 3 units. A&S IQ: HUM BU: HUM

L75 JIMES 546 Islamic Law  
This course will present a general overview of Islamic law and an introduction to the study of religious legal authority which values consensus. It will then explore the formation of the major schools of law. Next it will debate the notions of ‘ijtihad’ and ‘taqlid’ and discuss how open and independent legal decisions have been in the Islamic world. It will also trace 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 JIMES 346  
Credit 3 units. A&S IQ: HUM BU: HUM

L75 JIMES 549 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 JIMES 349  
Credit 3 units. A&S IQ: HUM BU: HUM IS EN: H

L75 JIMES 550 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 JIMES 350  
Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H

L75 JIMES 5510 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 JIMES 351
Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

L75 JIMES 554 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 JIMES 354
Credit 3 units. A&S IQ: LCD, SSC, SC, SD BU: IS EN: S

L75 JIMES 5581 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 JIMES 3581
Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L75 JIMES 5582 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 will deal with various approaches to the definition of Jewish music, perceived as a cultural and sociological component in the Jewish communities throughout the Diaspora. We will 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 will 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 will be the study of the bibliography and discography of Jewish music.

L75 JIMES 5583 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 will be surveyed through historical studies as well as through their musics and against the background of developments in 20th century music. Same as L75 JIMES 3583
Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

L75 JIMES 559 Travelers, Tricksters, and Storytellers: Jewish Travel Narratives and Autobiographies, 1100-1800
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 authors 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 JIMES 359
Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: S

L75 JIMES 562 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 IQ: HUM, LCD BU: ETH
L75 JIMES 5622 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 JIMES 3622
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H UCoff: CD

L75 JIMES 566 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 JIMES 366
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

L75 JIMES 566A Heroes and Saints in India: Religion, Myth, History
This course provides an introduction to the history of modern India and Pakistan through the voices of the Indian subcontinent’s major thinkers. We will spend time in the company of saints, from the “great-souled” Mahatma Gandhi to the Sufi scholar Asghar Ali Thanawi, and we will travel alongside the heroes of peasant politics, women’s rights, and struggles for national and social freedom and equality. We will immerse ourselves in the rich narrative heritage of India as it has been challenged, reworked, and harnessed for present and future needs, from the 19th century through the present. Lecture and discussion format; prior knowledge of India as it has been created will be required.
Same as L22 History 36CA
Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 570 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 JIMES 370C
Credit 3 units. A&S IQ: HUM, LCD BU: IS

L75 JIMES 573 Topics in Near Eastern Cultures: Freedom in the Middle East
The topic for this course will change each semester; the specific topic will be given in the course listings.
Same as L75 JIMES 373
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 5782 Before "the Clinic was Born": Medicine Among European Jews from the Middle Ages to the 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.
Same as L75 JIMES 3782
Credit 3 units. A&S IQ: HUM EN: H

L75 JIMES 585A Topics in Jewish Studies: Jewish Sexual Ethics
Consult Course Listings for current topics. Prerequisite: permission of instructor.
Same as L75 JIMES 385
Credit 3 units. A&S IQ: HUM BU: IS EN: H

L75 JIMES 590A Topics in JIMES: Slow Violence and the Environment in the Modern Middle East
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 L75 JIMES 390
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

L75 JIMES 591 Directed Writing: Thesis
Credit variable, maximum 6 units.

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, two literature/culture courses, and additional advanced-level courses (300- or 400-level). In addition, all prime majors must complete the required EALC capstone experience.

The department strongly encourages the 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 those testing into the second year and 6 units for those testing into the 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. 371) page.

Majors
The Major in Korean Language and Culture

Units required: Eight courses for a minimum of 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:
Eight courses for a minimum of 24 advanced (300 level or above) units, including the following:
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 grade-point average of 3.65. The thesis is researched and written over two semesters for a total of 6 units of credit, 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 required 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 (i.e., Korean 223C, 352, and 355) should be taken in residence.
5. Up to 6 units of credit may be applied toward the major from one semester abroad, and up to 12 units of credit may be applied from two semesters abroad. Note that EALC no longer distinguishes study abroad credits earned in advanced language courses from those credits earned in other content (non-language) courses.
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 courses or above
- At least two literature/culture courses, such as the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korean 223C</td>
<td>Korean Civilization</td>
<td>3</td>
</tr>
<tr>
<td>Korean 352</td>
<td>Literature of Modern and</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Contemporary Korea</td>
<td></td>
</tr>
</tbody>
</table>
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 (i.e., Korean 223C, 352, and 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**


**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 IQ: LCD, LS BU: HUM EN: H

**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 IQ: LCD, LS BU: HUM EN: H

**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 IQ: LCD, LS BU: HUM EN: H

**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 IQ: LCD, LS BU: HUM EN: H

**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 IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

**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 Professor Kim (mmkim@wustl.edu) for information.
Credit 1 unit.

**L51 Korean 299 Independent Study**
Prerequisite: permission of the instructor and the department chair.
Credit variable, maximum 6 units.

**L51 Korean 346 Topics in East Asian Religion**
This course explores one of the various topics in East Asian Religions. Recent topics include: The Zhuangzi, A Daoist classic; Tantric Buddhism; and Death, Dying and the Afterlife in East Asian Religions.
Same as L23 Re St 346
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM EN: H

**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 discussions, 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? 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 IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

**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 IQ: HUM, LCD, SD BU: BA EN: H

**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
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 IQ: HUM, LCD EN: H

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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

L51 Korean 4181 Sexuality and Gender in East Asian Religions
In this course we will explore the role of women in the religious traditions of China, Japan and Korea, with a focus on Buddhism, Daoism, Shamanism, Shinto and the so-called “New Religions.” We will begin by considering the images of women (whether mythical or historical) in traditional religious scriptures and historical or literary texts. We will 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 recluse, and ordinary laywomen — both historically and in more recent times. Class materials will include literary and religious texts, historical and ethnological studies, biographies and memoirs, and occasional videos and films. Prerequisites: This class will be 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, will need to obtain the instructor's permission before enrolling.
Same as L23 Re St 418
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

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 IQ: LCD, LS BU: IS EN: H

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 IQ: LCD, LS BU: HUM EN: H

L51 Korean 437 Contemporary Korean I: History, Literature, and Popular 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 IQ: LCD, LS BU: IS EN: H

L51 Korean 438 Contemporary Korean II: Language, Text, and Screen
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 IQ: LCD, LS BU: IS EN: H

L51 Korean 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; consult current semester listings for topic.
Credit 3 units. A&S IQ: LCD EN: H

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.

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. EN: H

Latin
The Department of Classics offers course work in the language, history, literature, archaeology and culture of the ancient Roman world. 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, starting in the third semester, to read authors such as Caesar, Catullus and Cicero. 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 with faculty members’ research projects. It is a remarkable and dynamic environment, one that students find both rewarding.
and stimulating. Resources on campus that support the study of Latin include the Wulfing 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 Roman history, literature, archaeology and culture; these courses are addressed both to the general undergraduate population and to those pursuing majors and minors within the department.

**Additional Information**


**Contact:** Amelia Goldsby  
**Phone:** 314-935-5123  
**Email:** classics@wustl.edu  
**Website:** http://classics.wustl.edu

**Faculty**  
For a list of faculty who teach Latin, please visit the Department of Classics faculty (p. 314) page.

**Majors**  
Students interested in Latin should explore either the major in Classics (p. 316) or the major in Ancient Studies (p. 316) offered through the Department of Classics (p. 314).

**Minors**  
Students interested in Latin should explore either the minor in Classics (p. 316) or the minor in Ancient Studies (p. 316) offered through the Department of Classics. (p. 314)

**Courses**  

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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 IQ: LCD, LS BU: HUM EN: H

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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 IQ: LCD, LS BU: HUM EN: H

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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 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 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 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 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 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 IQ: HUM, HUM, LCD, WI BU: HUM EN: H
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 IQ: HUM

L10 Latin 400 Independent Study
Credit 3 units. EN: H

L10 Latin 401 Medieval Latin
Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM

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 IQ: HUM, LCD, LS Art: HUM

L10 Latin 415 Cicero
Credit 3 units.
L10 Latin 416 Seneca
Credit 3 units.
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 IQ: HUM, LCD, LS Art: HUM

L10 Latin 419 Julius Caesar and His Image
Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM

L10 Latin 421 Roman Comedy
Credit 3 units.

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 IQ: HUM, LCD, LS Art: HUM

L10 Latin 422 Lucretius
Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM

L10 Latin 431 Vergil: The Aeneid
Credit 3 units.

L10 Latin 432 Horace
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 cause 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 IQ: HUM

L10 Latin 433 Ovid
Credit 3 units.

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 - 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.

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.

L10 Latin 451 The Roman Historians
Credit 3 units. A&S IQ: HUM

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.
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

L10 Latin 471 Elegiac Poetry
Credit 3 units. A&S IQ: HUM Art: HUM

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 IQ: HUM, LCD, LS Art: HUM EN: H

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 IQ: HUM, LCD, LS WI: E H

L10 Latin 495 Topics in Republican Latin
May be repeated for credit for study of different topics.
Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM

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 IQ: HUM, LCD, LS Art: HUM EN: H

L10 Latin 4961 Topics in Empire Latin
May be repeated for credit for study of different topics.
Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM EN: H

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 IQ: HUM, LCD, LS EN: H

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

Latin American Studies
Latin American Studies (LAS) is a gateway to the region and its
cultures, politics and history. The major in 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 LAS 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 United States,
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 an LAS background
provide key skills for today's jobs.

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 topics 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; Latin America is
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 Fulbright, 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 reasons and more, Washington University students are more encouraged to look into LAS with each passing day. In the job market, in the academic field, and in the world at large, Latin America is the way to go! LAS alumni have gone on to work in the coffee industry, at the Center for International Policy and at other nonprofit think tanks; they have also pursued graduate degrees in such fields as international relations and public policy.

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Faculty

Core Faculty

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William H. Gass Professor in Arts & Sciences
PhD, University of Minnesota
(Romance Languages and Literatures)

Ignacio Sánchez Prado (https://rll.wustl.edu/people/ignacio-s%C3%A1nchez-prado)
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Faculty Specialized in Latin America

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Majors

The Major in Latin American Studies

The major in LAS 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, and 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 it combines regional analysis with critical interdisciplinary approaches. The program of study combines the analysis of urban environments; issues of education, gender, language and ethnicity; and 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 LAS 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 annually. LatAm 165C can also fulfill this requirement.
• 3 units for the successful completion of an elective introductory class at the 100, 200 or 300 level. 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 the following:
  • Political Science: LatAm 326B Latin American Politics (offered annually); LatAm 4231 Contemporary Issues in Latin America (every two years)
  • History: LatAm 321C Introduction to Colonial Latin America (annually); LatAm 322C Modern Latin America (annually); LatAm 3220 Modern Mexico (every two to three years)
  • IAS: LatAm 356 Andean History: Culture and Politics (annually); LatAm 4201 International Relations of Latin America (annually); LatAm 4661 Populism and Neoliberalism in Latin America (annually); LatAm 4660 Geographies of Development in Latin America: Critical Perspectives and Contemporary Challenges (annually)
• 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; LAS 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 (annually); 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 (annually); LatAm 3092 Indigenous Peoples and Movements in Latin America (annually); 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 special project (LatAm 425).
• 6 units of a Latin American seminar. Seminar courses are 400-level classes designed as such that are taught by core LAS faculty on theoretical issues related to the region. These include LatAm 461 Latin American Cultural Studies: Critical and Theoretical Approaches; 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 LAS 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. LAS requires all majors to complete a language requirement in Spanish or Portuguese. The Spanish requirement may be fulfilled by the following:
• Successful completion of Spanish Level IV: 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 first-year student.
• Native or heritage speaker status, as determined by the DUS in LAS or 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 as follows:
• 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 DUS in LAS or 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 the 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, with approval from the DUS. A maximum of 9 credits for one semester (or equivalent) of study abroad or of 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 LAS major requirements, please visit our website (https://lasprogram.wustl.edu/old-major-requirements).

Minors
The Minor in Latin American Studies

The minor in LAS allows undergraduate students pursuing other major programs to complement their existing curriculum with a study of Latin America across diverse disciplines and of the way in which the region engages with the Western world — to which it belongs — at large. The minor in LAS is conceived as an option for students across a variety of disciplines in the social sciences, the humanities, the sciences, the pre-med program, and 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 LAS the source of valuable skills for our existing population. It also allows students in other major programs to access discussions of 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 of the requirements for the major. Credits must be fulfilled as follows:

- 3 units for the successful completion of LatAm 165D Latin America: Nation, Ethnicity and Social Conflict, offered annually. 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 IAS 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; LAS 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 that are taught by core LAS faculty on theoretical issues related to the region.

Language requirement. LAS requires all minors to complete a language requirement in Spanish or Portuguese. The Spanish requirement may be fulfilled by the following:

- Successful completion of Span 202 Intermediate Spanish II with a grade of B- or higher.
- Placing in Span 307D Spanish Level IV: Grammar and Composition through the Spanish program's placement test as a first-year student.
- Native or heritage speaker status, as determined by the DUS in LAS or 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 as follows:

- Successful completion of Portu 215 Reading and Conversation I with a grade of B- or higher.
- Native or heritage speaker status, as determined by the DUS in LAS or 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 LAS 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, with approval from the DUS. A maximum of 6 credits is allowed. LatAm 165D and the seminar requirement must be completed in residence at Washington University.

For previous LAS minor requirements, please visit our website (https://lasprogram.wustl.edu/old-major-requirements).

Courses

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 IQ: HUM, LCD, SC, SD BU: IS EN: H
L45 LatAm 2118 First-Year Seminar: Women in Latin American Politics
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. Same as L22 History 2118
Credit 3 units. A&S: FYS A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

L45 LatAm 2119 First-Year 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.
Same as L22 History 2119

L45 LatAm 304 Survey of Brazilian Cultures: Race, Nation and Society
This course will introduce students to Brazilian culture from the colonial period to the present through literature, art, music, film and other cultural forms. The course gives a historical overview of Brazilian culture and society, exploring major sociohistorical and artistic moments from the colonial, imperial, and republican periods and their "legacies" or influences on Brazilian society. Students will learn about the Amerindian, European, and African influences of Brazilian culture through the study of representative texts and cultural practices. The course also illustrates Brazil's place within Latin America and the world. The course will seek to deconstruct and expand preconceived notions of Brazil, such as Lusotropicalism and racial democracy. Classes will combine lectures by the instructor, student presentations, collective debates, and cooperative learning, and they will involve the use of required bibliography and audiovisual materials.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD BU: IS EN: H

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 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 feminism, 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 will be 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 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 (e.g., architecture, art, ceramics, metals, textiles, plant and animal remains), from the context of everyday life (e.g., households, food production, craft production) to the rituals and ceremonies (e.g., 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

L45 LatAm 3097 The Inca Empire
This course continues our study of the Inca Empire from its rise to its decline, focusing on the history of the Inca Empire and the nature of Andean political, economic, and social systems. It explores various aspects of Inca politics, society, and culture, including the role of the emperor, the structure of the state, the economy, the military, and the role of religion. The course also examines the impact of the Inca Empire on the subsequent development of Andean societies.
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

L45 LatAm 3098 The Inca Empire and Its Ancestors: The Archaeology of the Ancient Andes
This course provides an in-depth examination of the archaeological evidence from the Inca Empire and its predecessors in the Andean region. It covers the history of the Inca Empire and its cultural and social systems, focusing on the role of the emperor, the structure of the state, the economy, the military, and the role of religion. The course also explores the impact of the Inca Empire on subsequent Andean societies.
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: 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 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 IQ: HUM, LCD, SC, SD BU: HUM EN: H

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 IQ: HUM, LCD, SD BU: HUM, 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; US 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

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 IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S
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 IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

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 3352
Credit 3 units. A&S IQ: HUM, LCD, LS EN: H

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-gardes, 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. In Spanish.

Same as L38 Span 336C
Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM BU: IS

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 IQ: HUM, LCD, LS, SD Arch: HUM Art: HUM BU: IS EN: H

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 multietnic politics. 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 IQ: LCD, SSC BU: IS EN: S

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 IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: BA EN: S

L45 LatAm 382 Latin American DissemiNations: Migrations and Identities in the 20th and 21st Centuries
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 will constitute a unit of study, and students will be expected to work with historical texts; films and works of film theory and criticism for each one of them. The course will engage 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 will develop a research project comparing two revolutionary processes over the semester. Prerequisites: L45 165D (Latin America: Nation, Ethnicity and Social Conflict) for LAS majors. Otherwise none.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: IS EN: H

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 Arch: HUM Art: HUM EN: H

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 IQ: LCD, SSC Art: SSC Art: SSC EN: S

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.

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 IQ: LCD, SSC Art: SSC Art: SSC EN: S

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 IQ: LCD, SSC Art: SSC BU: IS

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 literally, 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; Sorín/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 Garaje Olímpico 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 IQ: HUM, LCD EN: H

L45 LatAm 425 Latin American Studies Capstone Project
For LAS majors who are completing a research project as their capstone.
Credit 3 units.

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 be studied are Ricardo Piglia, Fernando Vallejo, Jorge Franco, Roberto Bolano, Mario Mendoza, Laura Restrepo, Evelio Rosero, Santiago Roncagliolo, Alonso Cueto, Martin 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 IQ: HUM, LCD EN: H

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, Rufio, Fuentes, Cortázar, Garcia 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 guide our analysis of primary sources. The course is conducted in Spanish and focuses on the intersections 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 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. Art: HUM

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, Marti, Rodo, Paz, Freire, Ortiz, Sábado, H.A. Murenza. 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 IQ: HUM, LCD Art: HUM

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 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 only. In Spanish.
Same as L38 Span 4301
Credit 3 units. A&S IQ: HUM, LCD EN: H

L45 LatAm 432 Latin American Poetry II
Survey of contemporary Latin American poetry, “postmodernismo” to the present. Poets studied include Gonzalez Martinez, 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 IQ: HUM, LCD Art: HUM

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, indigensismo, 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 Sanjínés’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 IQ: HUM, LCD EN: H

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 IQ: LCD, SSC, SC, SD, WI Arch: SSC Art: SSC BU: ETH EN: S

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. Art: HUM

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 will discuss 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 will be 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 will be 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 will utilize literary texts (e.g., speeches, letters, diaries), visual materials (e.g., photography, films, paintings), and critical bibliography.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L45 LatAm 4572 Primitivism and Modernity in Latin America
Credit 3 units. EN: H

L45 LatAm 460 Postmodern Narratives in Latin America
Credit 3 units. A&S IQ: HUM EN: H

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 IQ: HUM EN: H

L45 LatAm 4611 Latin American Populism and Neopopulism
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 IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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 IQ: HUM EN: H
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 IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC
EN: S

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 definition 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 IQ: HUM
EN: H

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 IQ: LCD, SSC, SC, SD EN: S

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 Facundio, 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; Jose Carlos Mariategui's Siete ensayos de interpretacion de la realidad peruana; and Jose Marti's "Nuestra America" 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 IQ: HUM EN: H

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 IQ: HUM, LCD, SC, SD EN: H

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, critical studies, and cultural practices will be approached through a combination of biopolitical analysis and the analysis of representational strategies utilized in the
elaboration of symbolic materials. This course fulfills the Seminar requirement for Latin American Studies majors and minors. Prerequisite: LatAm 1650 or another Latin American Studies course. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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 IQ: LCD, SSC, SC, SD EN: S

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 endemicly 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 three parts. In the first section of the course, we begin with an overview of the foundations for understanding violence in Central America. In addition to covering the physical and human geography of the region, we also delve into various ways of defining violence, with a particular emphasis on how geographers conceptualize violence. In the second section, we delve into various theoretical approaches for understanding the nature of multiple types of violence and draw from historical and contemporary events in Central America. In the third section of the course, we take a closer look at specific case studies in the region, covering topics such as genocide, alcoholism, immigration, gangs, and drug trafficking. Prerequisite: sophomore standing or above.
Same as L97 IAS 4662
Credit 3 units. A&S IQ: LCD, SC, SD EN: H

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 Garcia, Diego Luna), directing (Guillermo del Toro, Alfonso Cuaron, Alejandro Gonzalez Iñarritu), 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 IQ: HUM, LCD EN: H

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 IQ: HUM, LCD EN: H

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.
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 485S and permission from LASP and the undergraduate director. Credit 3 units.

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 reforms, 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 disentailment 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 EN: H

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, modernity 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 Arece, Vicente Quirarte, Fabio Morabito), urban chronicles (Carlos Monsiváis, Elena Poniatowska, José Joaquin 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 IQ: HUM, LCD EN: H

L45 LatAm 488S Advanced Seminar: Medicine, Disease and Empire
This course examines the history of medicine in connection with the politics of colonialism and empire building from 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 BU: HUM, IS EN: H

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 modernista liberalisms. This reading, rather than merely proposing a one-by-one reading of canonical 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 "antropophagia" 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 Arqueus Vela, Manuel Maples Arce, Jorge Cuesta, Xavier Villarrutia, 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 IQ: HUM, LCD EN: H

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

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
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
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Faculty

Chair
Frank Lovett (http://polisci.wustl.edu/Frank_Lovett)
Professor
PhD, Columbia University
(Political Science)

Professors
John R. Bowen (https://anthropology.wustl.edu/people/john-bowen)
Dunbar–Van Cleve Professor in Arts & Sciences
PhD, University of Chicago
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Elizabeth K. Borgwardt (https://history.wustl.edu/people/elizabeth-borgwardt)
JD, Harvard University
PhD, Stanford University
(History)

Michael Cannon (https://ogc.wustl.edu/people/michael-r-cannon)
JD, Yale Law School

John Inazu (https://law.wustl.edu/faculty-staff-directory/profile/john-inazu)
Sally D. Danforth Distinguished Professor of Law and Religion
PhD, University of North Carolina at Chapel Hill
Neil Richards (https://law.wustl.edu/faculty-staff-directory/profile/neil-richards)
Koch Distinguished Professor of Law
JD, University of Virginia

Professors Emeriti
David Konig (https://history.wustl.edu/people/david-konig)
PhD, Harvard University
(History and Law)

William R. Lowry (http://polisci.wustl.edu/William_Lowry)
PhD, Stanford University
(Political Science)

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://artsci.wustl.edu/resources/prelaw-advising) 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) courses. 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 the 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 that 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.

Visit online course listings to view semester offerings for L84 Lw St (https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L84&crsLv=1:4).

L84 Lw St 105G 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 IQ: NSM, AN Art: NSM BU: HUM

**L84 Lw St 126 Ampersand: 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, which is an important part of a general education. Our hope is that such knowledge will enable students to better understand and assess current legal events and to develop a larger interest in those events. 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. Course is for first-year students in the Law and Society Program only.

Same as L61 FYP 1261
Credit 3 units. A&S: AMP BU: BA EN: S

**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 IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

**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 Traditon and IPH students.

Same as L93 IPH 203C
Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

**L84 Lw St 207 Crossing Borders: An Introduction to Institutions and Concepts in International and Area Studies**

This course provides an overview of the emergence of international governing institutions, the ideologies that shaped them, and concepts helpful for understanding them. Identifying the systems that have emerged to govern modern human societies at the national and international level provides the means to consider how human beings are categorized within those systems, as citizens, subjects, asylum seekers, refugees, and the stateless. We engage a few classic works, including “The Communist Manifesto,” “Imagined Communities,” and “Orientalism,” and we discuss how they have transformed knowledge. The goal is for students to gain an empirical grasp of world institutions and a critical vocabulary that will provide the means for an informed engagement with international issues across different world regions and academic approaches.

Same as L97 IAS 207
Credit 3 units. A&S IQ: LCD, SSC, SC BU: IS EN: S

**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 institutions 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, SC, SD BU: BA EN: S

**L84 Lw St 220A Topics in American Culture Studies: “What's Opera Doc?” Music, Taste, and American Identity**

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

**L84 Lw 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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

**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
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 IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

L84 Lw St 2443 First-Year 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 with regard to ideas about international justice in postwar America and the world. Course is for first-year, non-transfer students only.
Same as L22 History 2443
Credit 3 units. A&S: FYS

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 IQ: SSC

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.

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 JIMES 3012
Credit 3 units. A&S IQ: HUM, LCD BU: ETH, HUM EN: H

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 IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 INTER D 320
Credit 3 units. A&S IQ: HUM, SC, SD BU: BA, ETH EN: H
L84 Lw St 330C Politics of Black Criminality & Popular Protest
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 IQ: HUM, SD Arch: HUM Art: CPSC, HUM BU: BA EN: H

L84 Lw St 331 Topics in Politics: 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 IQ: SSC Arch: SSC Art: SSC BU: ETH, HUM EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L84 Lw St 335S 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.
Same as L40 SOC 3350
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

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 IQ: LCD, SSC Art: SSC BU: ETH EN: S

L84 Lw St 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.
Same as L32 Pol Sci 3431
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA, ETH, HUM

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 IQ: SSC Arch: SSC BU: BA, ETH EN: S

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 IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

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 IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S
UColl: PSA, PSC
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 JIMES 346
Credit 3 units. A&S IQ: HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

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 IQ: SSC Arch: SSC Art: SSC BU: BA

L84 Lw St 3521 Anthropology of Human Rights
This course draws on anthropological scholarship to examine doctrines, practices, and institutions associated with international human rights law. Topics to be covered include: (1) colonialism and the history of international human rights law; (2) the complex theoretical issues raised by attempts to define and apply human rights concepts in different cultural contexts; (3) the role of governments, NGOs, and other international institutions in promoting human rights and humanitarianism; (4) key human rights issues such as freedom of religion, cultural rights, women’s rights, and economic rights in different cultural contexts.
Same as L48 Anthro 3521
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 (for 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. Students who have taken L77 3561 Women and the Law cannot take this class.
Same as L77 WGSS 3561
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S UColl: ML, SSC

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 "frontalional" 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 IQ: HUM, SC, SD BU: BA, HUM EN: H

L84 Lw St 3713 Law in American Life I: English and Colonial Foundations to 1776
Credit 3 units. BU: ETH

L84 Lw St 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 role do hidden 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

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 IQ: SSC, SD, WI Arch: SSC Art: SSC BU: BA EN: S

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 IQ: SSC, SD, WI Arch: SSC Art: SSC BU: BA EN: S

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 IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

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, Toqueville, 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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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. EN: H

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 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.  
Same as L32 Pol Sci 4013  
Credit 3 units. A&S IQ: SSC, WI Arch: SSC Art: SSC BU: BA EN: S

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 IQ: SSC BU: ETH EN: S

L84 Lw St 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 IQ: LCD, SSC Arch: SSC Art: SSC EN: S

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 Arch: HUM Art: HUM BU: HUM EN: H

L84 Lw St 440 Religion, Politics, and the University
This course explores in depth current issues related to pluralism, difference, and belonging in matters pertaining to religion and other important issues, with a particular focus on how these play out in the university context. The instructors, John Inazu and Eboo Patel, are two of the leading national commentators on these issues. Prerequisite: Students enrolling in this class must submit a brief statement of interest (http://law.wustl.edu/COURSES/INAZU/seminar1/summaries) to Professor John Inazu. Same as L57 RelPol 440 Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM Art: HUM EN: H

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 IQ: SSC, SC, SD Art: SSC EN: S

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 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 focuses on the study of how languages are structured. Students examine how words are built from sounds, how sentences are built from words, and how all of 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.

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Website: http://linguistics.wustl.edu

Faculty
Director
Brett D. Hyde (http://pages.wustl.edu/bhyde)
Associate Professor
PhD, Rutgers University
(Linguistics, Philosophy, Philosophy-Neuroscience-Psychology)

Core Faculty
Matthew Barros
Lecturer
PhD, Rutgers University
(Linguistics)
Nicholas Danis  
Lecturer  
PhD, Rutgers University  
(Linguistics)

Kristin J. Van Engen  
Assistant Professor  
PhD, Northwestern University  
(Linguistics, Psychology)

Participating Faculty

David A. Balota  
Professor  
PhD, University of South Carolina  
(Psychology, Neurology)

Joe Barcroft  
Professor  
PhD, University of Illinois at Urbana-Champaign  
(Romance Languages and Literatures)

John Baugh  
Margaret Bush Wilson Professor in Arts & Sciences  
PhD, University of Pennsylvania  
(Anthropology, Education, English, Psychology)

Cindy Brantmeier  
Professor  
PhD, Indiana University  
(Education)

Jonathan Peelle  
Research Assistant Professor  
PhD, Brandeis University  
(Otolaryngology)

Mitchell S. Sommers  
Professor  
PhD, University of Michigan  
(Psychology)

Roy Sorensen  
Professor  
PhD, Michigan State University  
(Philosophy)

Rebecca Treiman  
Burke and Elizabeth High Baker Professor of Child Developmental Psychology  
PhD, University of Pennsylvania  
(Psychology)

Gerhild Williams  
Barbara Schaps Thomas and David M. Thomas Professor in the Humanities  
PhD, University of Washington, Seattle  
(German)

Emeritus Faculty

Brett Kessler  
PhD, Stanford University

Majors

The Major in Linguistics

Total units required: 30 units, at least 18 of which must be from courses at the 300 level or higher

Required courses: 12 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Ling 170D</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>Ling 309</td>
<td>Syntactic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Ling 313</td>
<td>Phonological Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Ling 317</td>
<td>Introduction to Computational Linguistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 12

Elective courses: 18 units

At least 6 units must come from the following list:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ling 306G</td>
<td>Philosophy of Language</td>
<td>3</td>
</tr>
<tr>
<td>Ling 311</td>
<td>Introduction to Semantics</td>
<td>3</td>
</tr>
<tr>
<td>Ling 312</td>
<td>Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>Ling 315</td>
<td>Morphology</td>
<td>3</td>
</tr>
<tr>
<td>Ling 320</td>
<td>Historical and Comparative Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>Ling 339</td>
<td>Introduction to Sociolinguistics</td>
<td>3</td>
</tr>
<tr>
<td>Ling 408</td>
<td>Psychology of Language</td>
<td>3</td>
</tr>
<tr>
<td>Psych 358</td>
<td>Language Acquisition</td>
<td>3</td>
</tr>
</tbody>
</table>

The remaining electives may be drawn from either the above list or the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ling 225D</td>
<td>Latin and Greek in Current English</td>
<td>3</td>
</tr>
<tr>
<td>Ling 234</td>
<td>Introduction to Speech and Hearing Sciences and Disorders</td>
<td>3</td>
</tr>
<tr>
<td>Ling 258</td>
<td>Methods in Linguistic Research</td>
<td>3</td>
</tr>
<tr>
<td>Ling 301G</td>
<td>Symbolic Logic</td>
<td>3</td>
</tr>
<tr>
<td>Ling 341</td>
<td>Linguistic Diversity in the United States</td>
<td>3</td>
</tr>
<tr>
<td>Ling 3701</td>
<td>Introduction to Hispanic Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>Ling 396</td>
<td>Linguistics Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Ling 466</td>
<td>Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>Ling 495</td>
<td>Senior Seminar in Linguistics: Metrical Stress Theory</td>
<td>3</td>
</tr>
<tr>
<td>Ling 499</td>
<td>Independent Work For Senior Honors</td>
<td>6 max</td>
</tr>
</tbody>
</table>
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 grade-point average of 3.65 or higher and a Linguistics GPA of 3.65 or higher 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 during each semester of the senior year. The student must complete the thesis and pass an oral defense by the middle of March of the senior year.

Minors

The Minor in Linguistics

Units required: 15 units, at least 9 of which must be from courses at the 300 level or higher

Required course: 3 units

Elective courses: 12 units

At least 6 units must come from the following list:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ling 309</td>
<td>Syntactic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Ling 311</td>
<td>Introduction to Semantics</td>
<td>3</td>
</tr>
<tr>
<td>Ling 312</td>
<td>Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>Ling 313</td>
<td>Phonological Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Ling 315</td>
<td>Morphology</td>
<td>3</td>
</tr>
<tr>
<td>Ling 317</td>
<td>Introduction to Computational Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>Ling 320</td>
<td>Historical and Comparative Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>Ling 339</td>
<td>Introduction to Sociolinguistics</td>
<td>3</td>
</tr>
</tbody>
</table>
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 301G
Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM BU: HUM
H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

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 IQ: SSC BU: BA EN: S

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 IQ: SSC EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

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 (syntactic) 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 IQ: LCD, SSC Art: HUM BU: HUM EN: S

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 IQ: SSC, SC, SD BU: HUM EN: S

L44 Ling 340 Linguistic Pragmatics
Discourse analysis and pragmatics are the subfields of linguistics that investigate language as it is used in real-life contexts. The focus is on the following questions: What do people do with language? How do they do it? One goal is to demonstrate how the results of such investigations are relevant for a number of concrete problems in human communication. Some of the more specific questions we will explore are as follows: What distinguishes discourse analysis and pragmatics from each other? What is their relationship to the other branches of linguistics? How can the two fields contribute to the establishment of a paradigm for interdisciplinary and intercultural studies? Prerequisite: Ling 170D or permission of instructor.

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

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 IQ: SSC, SC, SD BU: BA: EN: S

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 IQ: LCD BU: HUM EN: H

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

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

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 IQ: SSC EN: S

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 IQ: SSC Arch: SSC Art: SSC EN: S

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 IQ: HUM EN: H
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 IQ: SSC EN: S

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 IQ: SSC EN: S

L44 Ling 495 Senior Seminar in Linguistics: Metrical Stress Theory
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 IQ: SSC EN: S

L44 Ling 499 Independent Work For Senior Honors
Prerequisites: senior standing and permission of the Linguistics program.
Credit variable, maximum 6 units.

Mathematics and Statistics
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 and Statistics 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 a second major) in other related areas.

Contact: Blake Thornton
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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
John Shareshian
Director of Undergraduate Studies; Professor of Mathematics
PhD, Rutgers University
Algebraic and topological combinatorics

Brett Wick
Director of Graduate Studies; Professor of Mathematics
PhD, Brown University
Complex analysis; harmonic analysis; operator theory; several complex variables

Endowed Professors
Soumendra Lahiri (https://math.wustl.edu/people/soumendra-lahiri)
Stanley A. Sawyer Professor
PhD, Michigan State University
Mathematical statistics and data science

John E. McCarthy
Spencer T. Olin Professor of Mathematics
PhD, University of California, Berkeley
Analysis; operator theory; one and several complex variables
Professor Rachel Roberts  
Elinor Anheuser Professor of Mathematics  
PhD, Cornell University  
Low-dimensional topology

**Professors**

**Quo-Shin Chi**  
PhD, Stanford University  
Differential geometry

**Renato Feres**  
PhD, California Institute of Technology  
Differential geometry; dynamical systems

**José Figueroa-López**  
PhD, Georgia Institute of Technology  
Statistics; probability and stochastic processes; mathematical finance

**Matthew Kerr**  
PhD, Princeton University  
Algebraic geometry; Hodge theory

**Steven G. Krantz**  
PhD, Princeton University  
Statistics; probability and stochastic processes; mathematical finance

**John Shareshian**  
PhD, Rutgers University  
Algebraic and topological combinatorics

**Edward Spitznagel**  
PhD, University of Chicago  
Statistics; statistical computation; application of statistics to medicine

**Xiang Tang**  
PhD, University of California, Berkeley  
Symplectic geometry; noncommutative geometry; mathematical physics

**Brett Wick**  
PhD, Brown University  
Complex analysis; harmonic analysis; operator theory; several complex variables

**Associate Professors**

**Roya Beheshti Zavareh**  
PhD, Massachusetts Institute of Technology  
Algebraic geometry

**Jimin Ding**  
PhD, University of California, Davis  
Statistics

**Gregory Knese**  
PhD, Washington University  
Complex function theory; operators; harmonic analysis

**Nan Lin**  
PhD, University of Illinois at Urbana-Champaign  
Statistics

**Jack Shapiro**  
PhD, City University of New York  
Algebraic K-theory

**Ari Stern**  
PhD, California Institute of Technology  
Geometric numerical analysis; computational mathematics

**Assistant Professors**

**Aliakbar Daemi**

**Francesco di Plinio**  
PhD, Indiana University Bloomington

**Laura Escobar Vega**  
PhD, Cornell University  
Combinatorics and algebraic geometry

**Steven Frankel**  
PhD, University of Cambridge  
Geometric topology and dynamics

**Todd Kuffner**  
PhD, Imperial College London  
Statistics; likelihood; asymptotics; econometrics

**Martha Precup**  
PhD, University of Notre Dame  
Applications of Lie theory to algebraic geometry and the related combinatorics

**Yanli Song**  
PhD, Pennsylvania State University  
Noncommutative geometry; symplectic geometry; representation theory

**Clark Harrison Way Visiting Professor**

**Kapil Paranjape**
Professors Emeriti

William M. Boothby (https://math.wustl.edu/people/william-m-boothby)
PhD, University of Michigan
Differential geometry

Lawrence Conlon (https://math.wustl.edu/people/lawrence-conlon)
PhD, Harvard University
Differential topology

Ron Freiwald (https://math.wustl.edu/people/ron-freiwald)
PhD, University of Rochester
General topology

Gary R. Jensen (https://math.wustl.edu/people/gary-r-jensen)
PhD, University of California, Berkeley
Differential geometry

Robert McDowell (https://math.wustl.edu/people/robert-mcdowell)
PhD, Purdue University
General topology

Richard Rochberg
PhD, Harvard University
Complex analysis; interpolation theory

Guido L. Weiss (https://math.wustl.edu/people/guido-l-weiss)
PhD, University of Chicago
Interpolation of operators; harmonic analysis; Lie groups

Edward N. Wilson (https://math.wustl.edu/people/edward-n-wilson)
PhD, Washington University
Harmonic analysis; differential geometry

David Wright (https://math.wustl.edu/people/david-wright)
PhD, Columbia University
Affine algebraic geometry; polynomial automorphisms

Benjamin Cooper Boniece (http://math.wustl.edu/people/benjamin-cooper-boniece)
PhD, Tulane University
Long-range dependence; self-similar processes; wavelet-based statistical inference

Humberto Diaz

Nicholas Syring (https://math.wustl.edu/people/nicholas-syring)
PhD, University of Illinois at Chicago
Bayesian and Gibbs posterior inference; inferential models

Lecturers

Silas Johnson (https://math.wustl.edu/people/silas-johnson)
PhD, University of Wisconsin-Madison
Algebraic number theory; arithmetic statistics

Associate Director of Undergraduate Studies

Blake Thornton (https://math.wustl.edu/people/blake-thornton)
PhD, University of Utah
Geometric topology

Program Coordinator

Lisa M. Kuehne (https://math.wustl.edu/people/lisa-kuehne)
Program Coordinator, University College & Center for Advanced Learning
AM Mathematics, Washington University
Undergraduate mathematics education

Majors

The Major in Mathematics

All mathematics majors are required to complete the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 131</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>Math 132</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>Math 233</td>
<td>Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 3200</td>
<td>Elementary to Intermediate Statistics and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>or Math 493</td>
<td>Probability</td>
<td></td>
</tr>
<tr>
<td>Math 310</td>
<td>Foundations for Higher Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>
Math 4111 & Math 4121 Introduction to Analysis and Introduction to Lebesgue Integration 6
Math 429 & Math 430 Linear Algebra and Modern Algebra 6
Three additional upper-level mathematics electives, at least one of which must be at the 400 level 9

Total 27 upper-level mathematics units

Probability/Statistics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>One course in computer science chosen from CSE 131, CSE 132, CSE 200 and CSE 247</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Math 309</td>
<td>Matrix Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Math 3200</td>
<td>Elementary to Intermediate Statistics and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Math 310</td>
<td>Foundations for Higher Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Math 318</td>
<td>Introduction to Calculus of Several Variables</td>
<td>3</td>
</tr>
<tr>
<td>or Math 308</td>
<td>Mathematics for the Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>Math 493 &amp; Math 494</td>
<td>Probability and Mathematical Statistics</td>
<td>6</td>
</tr>
<tr>
<td>Two additional upper-level mathematics electives in the areas of probability or statistics</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Total 24 upper-level mathematics units

Applied

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>One course in computer science chosen from CSE 131, CSE 132, CSE 200 and CSE 247</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Math 217</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>Math 309</td>
<td>Matrix Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Math 3200</td>
<td>Elementary to Intermediate Statistics and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>or Math 493</td>
<td>Probability</td>
<td></td>
</tr>
<tr>
<td>Math 310</td>
<td>Foundations for Higher Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Math 318</td>
<td>Introduction to Calculus of Several Variables</td>
<td>3</td>
</tr>
<tr>
<td>or Math 308</td>
<td>Mathematics for the Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>Math 449 &amp; Math 450</td>
<td>Numerical Applied Mathematics and Topics in Applied Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Two additional upper-level mathematics electives (the major track must include at least course chosen from Math 410, Math 415, Math 416 and Math 4111)</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Total 24 upper-level mathematics units

Mathematics for Secondary Education

(This track also requires a major in secondary education.)
mathematics requirements, even if they are 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 (both lower- and upper-level courses) 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, with the following caveats:
   a. Courses transferred from a two-year college (e.g., 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 (i.e., no double-counting of courses).

8. Certain approved substitutions are found on the department's webpage ([https://math.wustl.edu/major-and-minor-details](https://math.wustl.edu/major-and-minor-details)). 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, the term regularly scheduled mathematics course refers to a course that is home-based in the mathematics department (L24) and that is not an independent study or research course.

- Core Course Work for all Distinction Awards (Core Course Work alone earns no award)
  - At least 3.65 grade-point average in upper-level mathematics (L24) courses
  - Completion with grades of B or better (not B-) of the following:
    - One of the course sequences Math 4111-4121, 429-430, 493-494 or 449-450
    - Three additional regularly-scheduled 400- or 500-level mathematics courses

- Distinction in Mathematics. Awarded for Core Course Work plus the following:
  - Completion of one additional regularly-scheduled mathematics course at the 400 or 500 level with grade of B or better (not B-) or
  - Passing the first actuarial exam (Exam P) from the Society of Actuaries


- Highest Distinction in Mathematics. Awarded for Core Course Work plus satisfactory completion of an honors thesis plus one of the following:
  - Course work including the completion of at least one of the graduate sequences Math 5021-5022, 5031-5032, 5041-5042(3), 5051-5052 or 5061-5062 and passing the graduate qualifying exam for that course sequence, or
  - Course work including all of the requirements for the department's Honors Program in Statistics ([https://math.wustl.edu/undergraduate-honors](https://math.wustl.edu/undergraduate-honors))

- 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 the student 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. 909) section of this Bulletin.

More details are available on the Department of Mathematics and Statistics website ([https://math.wustl.edu](https://math.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](http://www.budapestsemesters.com)).
The Major in Mathematics and Computer Science

The McKelvey School of Engineering and the College of Arts & Sciences (A&S) developed a new major that efficiently captures the intersection of the complementary studies of computer science and math.

McKelvey Engineering students who declare this major must fulfill the core course requirements listed below and all other requirements for the Applied Science degree (p. 1063) in the McKelvey School of Engineering. They must also complete Engr 310 Technical Writing and 8 units of courses designated as NSM (Natural Sciences & Math) from Anthro (L48), Biol (L41), Chem (L07), &E (L19), Phys (L31) or EnSt (L32).

A&S students who declare this major must fulfill the distribution requirements and all other requirements for an AB degree (p. 907) in addition to the specific requirements listed below.

Core Course Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 131</td>
<td>Calculus I (AP credit may satisfy this requirement)</td>
<td>3</td>
</tr>
<tr>
<td>Math 132</td>
<td>Calculus II (AP credit may satisfy this requirement)</td>
<td>3</td>
</tr>
<tr>
<td>Math 233</td>
<td>Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>CSE 131</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>Math 310</td>
<td>Foundations for Higher Mathematics</td>
<td>3-4</td>
</tr>
<tr>
<td>or Math 310W</td>
<td>Foundations for Higher Mathematics with Writing</td>
<td></td>
</tr>
<tr>
<td>or CSE 240</td>
<td>Logic and Discrete Mathematics</td>
<td></td>
</tr>
<tr>
<td>CSE 247</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>Math 309</td>
<td>Matrix Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Math 3200</td>
<td>Elementary to Intermediate Statistics and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>or ESE 326</td>
<td>Probability and Statistics for Engineering</td>
<td></td>
</tr>
<tr>
<td>CSE 347</td>
<td>Analysis of Algorithms</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Eight upper-level courses from Math or CSE can be chosen from an approved list (https://docs.google.com/spreadsheets/d/1nVxivw2jVSU77tpWThw5OQ6vPilGmyA1vQ37_RBsxQ/edit?#gid=0), with the following caveats:

- No fewer than three courses can be chosen from each department.
- Up to two preapproved courses from outside both departments can be selected.

Minors

The Minor in Mathematics

Units required: 24

Required courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>One course in computer science chosen from CSE 131, CSE 132, CSE 200 and CSE 247</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Math 131</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>Math 132</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>Math 233</td>
<td>Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>Math 309</td>
<td>Matrix Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Math 318</td>
<td>Introduction to Calculus of Several Variables</td>
<td>3</td>
</tr>
<tr>
<td>or Math 308</td>
<td>Mathematics for the Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>Math 3200</td>
<td>Elementary to Intermediate Statistics and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>or Math 493</td>
<td>Probability</td>
<td></td>
</tr>
<tr>
<td>One additional upper-level (300- or 400-level) elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Units</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

Additional Information

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 minor requirements that were in place for the appropriate year of matriculation. These requirements can also be found from the department’s undergraduate webpage (https://math.wustl.edu-major-and-minor-details).

2. All required courses (both lower- and upper-level courses) must be completed with a letter grade of C- or better.

3. Math 318 and Math 308 cannot both be used to fulfill minor requirements.

4. Courses transferred from other accredited colleges and universities with department approval can be counted, with the following caveats:
   a. Courses transferred from a two-year college (e.g., a community college) cannot be used to satisfy upper-level requirements.
   b. 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.
   c. Courses from University College cannot be used to fulfill minor requirements.

5. No upper-level course used to satisfy a minor requirement can be counted toward the requirements of any other major or minor (i.e., no double-counting of courses).
6. At least three of the four upper-level courses required in the minor must be courses that are home-based in the mathematics and statistics department. One approved course from another department may be substituted. Approved substitutions can be found on the department webpage (https://math.wustl.edu/major-and-minor-details).

Courses


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 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 IQ: NSM, AN Arch: NSM Art: NSM

L24 Math 109 Mathematics and Music
Credit 3 units. 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 IQ: NSM, AN Arch: NSM Art: NSM

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 IQ: NSM, AN Arch: NSM Art: NSM

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's paradox, Galton's approach to surnames, how genes spread through populations, and the SIR model of infectious diseases. The first few classes will not use differentiation. Must be taken concurrently with Math 131. Course enrollment preference is given to first-year students.
Credit 1 unit. A&S: FYO Arch: NSM Art: NSM

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 IQ: NSM, AN

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 IQ: NSM, AN Art: NSM

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 IQ: NSM, AN Arch: NSM Art: NSM

L24 Math 220 Finite Mathematics
Topics from discrete mathematics will be explored with an emphasis on problem-solving and methods of proofs. Modules on counting; combinatorial tools; binomial coefficients and Pascal's triangle; Fibonacci numbers; combinatorial probability; integers, divisors and primes; and graphs will be covered as well as additional topics as time permits. Addressed mainly to college freshmen and sophomores; it would also
be suitable to advanced high school students with an interest in mathematics. Prerequisites: A good understanding of high school mathematics. Credit 3 units. A&S IQ: NSM, AN Art: NSM

L24 Math 2200 Elementary Probability and Statistics
An elementary introduction to statistical concepts, reasoning and data analysis. Topics include statistical summaries and graphical presentations of data, discrete and continuous random variables, the logic of statistical inference, design of research studies, point and interval estimation, hypothesis testing, and linear regression. Students will learn a critical approach to reading statistical analyses reported in the media, and how to correctly interpret the outputs of common statistical routines for fitting models to data and testing hypotheses. A major objective of the course is to gain familiarity with basic R commands to implement common data analysis procedures. Students intending to pursue a major or minor in mathematics or wishing to take 400-level or above statistics courses should instead take Math 3200. Prerequisite: Math 132. Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

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 IQ: NSM, AN Arch: NSM Art: NSM

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 IQ: NSM, AN Art: NSM

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 IQ: NSM, AN Arch: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM BU: SCI

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 IQ: NSM, AN Arch: NSM Art: NSM

L24 Math 310 Introduction to Calculus of Several Variables
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 IQ: NSM Arch: NSM Art: NSM

L24 Math 310W 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 IQ: NSM Arch: NSM Art: NSM

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 repellors, graphical methods. Physical applications, including chaos, are indicated. Prerequisite: Math 217. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM

L24 Math 3200 Elementary to Intermediate Statistics and Data Analysis
An introduction to probability and statistics. Major topics include elementary probability, special distributions, experimental design, exploratory data analysis, estimation of mean and proportion, hypothesis testing and confidence, regression, and analysis of variance. Emphasis is placed on development of statistical reasoning, basic analytic skills, and critical thinking in empirical research studies. The use of the statistical software R is integrated into lectures and weekly assignments. Required for students pursuing a major or minor in mathematics or wishing to take 400-level or above statistics courses. Prerequisite: Math 132. Though Math 233 is not essential, it is recommended. Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM Art: NSM

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 IQ: NSM Art: NSM

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 IQ: NSM Art: NSM

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 term 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 IQ: NSM, AN Arch: NSM Art: NSM

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 IQ: NSM

L24 Math 400 Undergraduate Independent Study
Approval of instructor required.
Credit variable, maximum 3 units.

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 IQ: HUM Art: HUM BU: HUM

L24 Math 404C Mathematical Logic II
Gödel'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 IQ: HUM Art: HUM

L24 Math 406 Topics in Analysis, Stochastic Differential Equations
The course considers the construction of specific orthonormal bases for the Hilbert spaces L^2(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 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 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 IQ: NSM

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 IQ: NSM

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 IQ: NSM Art: NSM

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 IQ: NSM
L24 Math 4111 Introduction to Analysis
The real number system and the least upper-bound property; metric spaces (compactness, connectedness, and completeness); 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 or instructor. Credit 3 units. A&S IQ: NSM

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 IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM

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 310 or permission of instructor. Credit 3 units. A&S IQ: NSM

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 IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM
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 IQ: NSM Art: NSM

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 will be used for examples and homework problems. Implementation in SAS will be mentioned for several specialized models. Prerequisites: Math 439 and a course in linear algebra (such as Math 309 or 429), or consent of instructor. Credit 3 units. A&S IQ: NSM Arch: NSM

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 IQ: NSM

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 IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM

L24 Math 460 Multivariate Statistical Analysis
A modern course in multivariate statistics. Elements of classical multivariate analysis as needed, including multivariate normal and Wishart distributions. Clustering; principal component analysis. Model selection and evaluation; prediction error; variable selection; stepwise regression; regularized regression. Cross-validation. Classification; linear discriminant analysis. Tree-based methods; Time permitting, optional topics may include nonparametric density estimation, multivariate regression, support vector machines, and random forests. Prerequisite: multivariable calculus (Math 233), linear or matrix algebra (Math 429 or Math 309), multivariable-calculus-based probability and mathematical statistics (Math 493, Math 494) and linear models (Math 439). Prior knowledge of R at the level introduced in Math 439 is assumed. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

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

L24 Math 462 Mathematical Foundations of Big Data
Mathematical foundations of data science. Core topics include: probability in high dimensions; curses and blessings of dimensionality; concentration of measure; matrix concentration inequalities. Essentials of random matrix theory. Randomized numerical linear algebra. Data clustering. Depending on time and interests, additional topics will be chosen from: compressive sensing; efficient acquisition of data; sparsity; low-rank matrix recovery. Divide, conquer and combine methods. Elements of topological data analysis; point cloud; Cech complex; persistent homology. Selected aspects of high-dimensional computational geometry and dimension reduction; embeddings; Johnson-Lindenstrauss; sketching; random projections. Diffusion maps; manifold learning; intrinsic geometry of massive data sets. Optimization and stochastic gradient descent. Random graphs and complex networks. Combinatorial group testing. Prerequisite: multivariable calculus (Math 233), linear or matrix algebra (Math 429 or 309), and multivariable-calculus-based probability and mathematical statistics (Math 493-494). Prior familiarity with analysis, topology, and geometry is strongly recommended. A willingness to learn new mathematics as needed is essential. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM

L24 Math 470 Analytic Combinatorics
Analytic combinatorics is the study of large structured combinatorial configurations. The course will be broken into two components. First, generating functions will be used to
encapsulate counting sequences and their recurrence structures with a formal power series. Second, analytic methods will be used to obtain the precise asymptotic behavior of counting sequences. The informal prerequisites are: familiarity with basic discrete math objects: sets, permutations, combinations, graphs; power series; mathematical maturity (e.g., the ability to write rigorous proofs and to absorb new definitions quickly). Formal Prerequisites: Math 310. Credit 3 units. A&S IQ: NSM

L24 Math 475 Statistical Computation
Introduction to modern computational statistics. Pseudo-random number generators; inverse transform and rejection sampling. Monte Carlo approximation. Nonparametric bootstrap procedures for bias and variance estimation; bootstrap confidence intervals. Markov chain Monte Carlo methods; Gibbs and Metropolis-Hastings sampling; tuning and convergence diagnostics. Cross-validation. Time permitting, optional topics include numerical analysis in R, density estimation, permutation tests, subsampling, and graphical models. Prior knowledge of R at the level used in Math 494 is required. Prerequisite: Math 233, 309, 493, 494 (not concurrently); acquaintance with fundamentals of programming in R. Credit 3 units. A&S IQ: NSM Art: NSM

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 233. Math 318 or Math 308 is recommended. Credit 3 units. A&S IQ: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM

L24 Math 496 Topics in Statistics
Topic varies with each offering. Credit 3 units. A&S IQ: NSM

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. 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 the 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.
Contact: Wendy Love Anderson
Phone: 314-935-9523
Email: andersonwl@wustl.edu
Website: https://humanities.wustl.edu/medical-humanities-minor

Faculty
Director
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(History)

Academic Coordinator
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Assistant Director of Academic Programs
PhD, University of Chicago
(Center for the Humanities)

Faculty Advisory Committee
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PhD, Washington University in St. Louis
(English)

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Senior Lecturer; Director of Undergraduate Studies, Women, Gender, and Sexuality Studies
PhD, Northwestern University
(Women, Gender, and Sexuality Studies)

Amy Eisen Cislo
Senior Lecturer
PhD, Washington University
(Women, Gender, and Sexuality Studies)

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(Italian; International and Area Studies; History; Women, Gender, and Sexuality Studies)

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PhD, Yale University
(English)

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)

Anya Plutynski
Associate Professor; Director of Graduate Studies, Philosophy
PhD, University of Pennsylvania
(Philosophy; Philosophy-Neuroscience-Psychology)

Christina Ramos
Assistant Professor
PhD, Harvard University
(History)

Luis Salas
Assistant Professor
PhD, University of Texas at Austin
(Classics)

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 the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MedH 130</td>
<td>The Art of Medicine</td>
<td>3</td>
</tr>
<tr>
<td>History 1640</td>
<td>Health and Disease in World History</td>
<td>3</td>
</tr>
<tr>
<td>MedH 233F</td>
<td>Biomedical Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

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, whereas
the remaining 3 credits can come from either the core or affiliate lists shown 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 the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MedH 126</td>
<td>Chinese for Medical Purposes</td>
<td>3</td>
</tr>
<tr>
<td>MedH 3001</td>
<td>Philosophy of Medicine</td>
<td>3</td>
</tr>
<tr>
<td>MedH 301R</td>
<td>Historical Methods — European History (when offered as The Black Death and the Plague in Europe)</td>
<td>3</td>
</tr>
<tr>
<td>MedH 3031</td>
<td>Music and Healing</td>
<td>3</td>
</tr>
<tr>
<td>MedH 3033</td>
<td>Religion and Healing</td>
<td>3</td>
</tr>
<tr>
<td>WGSS 3041</td>
<td>Making Sex and Gender: Understanding the History of the Body</td>
<td>3</td>
</tr>
<tr>
<td>MedH 3044</td>
<td>Humors, Pox, and Plague: Medieval and Early Modern Medicine</td>
<td>3</td>
</tr>
<tr>
<td>History 3067</td>
<td>Current Topics in the History of Medicine</td>
<td>3</td>
</tr>
<tr>
<td>MedH 307</td>
<td>Writing and Medicine</td>
<td>3</td>
</tr>
<tr>
<td>MedH 310</td>
<td>From Hysteria to Hysterectomy: Women's Health Care in America</td>
<td>3</td>
</tr>
<tr>
<td>MedH 312W</td>
<td>The Body in Pain</td>
<td>3</td>
</tr>
<tr>
<td>IS 326</td>
<td>The Doctor Is In: Anton Chekhov and Narrative Medicine (U43)</td>
<td>3</td>
</tr>
<tr>
<td>MedH 353</td>
<td>Medical Spanish</td>
<td>3</td>
</tr>
<tr>
<td>MedH 360</td>
<td>Trans* Studies</td>
<td>3</td>
</tr>
<tr>
<td>Phil 366</td>
<td>Art and the Mind-Brain</td>
<td>3</td>
</tr>
<tr>
<td>MedH 3672</td>
<td>Medicine, Healing and Experimentation in the Contours of Black History</td>
<td>3</td>
</tr>
<tr>
<td>ELit 370</td>
<td>The Writing and Representation of Pain (U65)</td>
<td>3</td>
</tr>
<tr>
<td>MedH 375</td>
<td>Medical Narratives, Narrative Medicine</td>
<td>3</td>
</tr>
<tr>
<td>MedH 3801</td>
<td>Ancient Greek and Roman Medicine</td>
<td>3</td>
</tr>
<tr>
<td>MedH 385</td>
<td>What Is Medical Humanities?</td>
<td>3</td>
</tr>
<tr>
<td>MedH 391W</td>
<td>Literature and Medicine</td>
<td>3</td>
</tr>
<tr>
<td>MedH 4033</td>
<td>Culture, Illness, and Healing in Asia (through SP18; please contact us for updates)</td>
<td>3</td>
</tr>
<tr>
<td>MedH 408</td>
<td>Disease, Madness, and Death Italian Style</td>
<td>3</td>
</tr>
<tr>
<td>MedH 418</td>
<td>Sexuality and Gender in East Asian Religions (when offered as &quot;The Body in Daoism&quot;)</td>
<td>3</td>
</tr>
<tr>
<td>MedH 423</td>
<td>Philosophy of Biological Science</td>
<td>3</td>
</tr>
<tr>
<td>Drama 456</td>
<td>A Madman in the Theater: The History of Insanity on Stage from Sophocles to Shaffer</td>
<td>3</td>
</tr>
<tr>
<td>MedH 4647</td>
<td>Ancient Madness</td>
<td>3</td>
</tr>
<tr>
<td>MedH 474</td>
<td>Frankenstein: Origins and Afterlives</td>
<td>3</td>
</tr>
<tr>
<td>MedH 4885</td>
<td>Advanced Seminar: Medicine, Disease, and Empire</td>
<td>3</td>
</tr>
<tr>
<td>MedH 491</td>
<td>Staging Illness</td>
<td>3</td>
</tr>
<tr>
<td>MedH 4990</td>
<td>Advanced Seminar: History of the Body</td>
<td>3</td>
</tr>
<tr>
<td>History 49CJ</td>
<td>Advanced Seminar: Medicine on the Frontiers</td>
<td>3</td>
</tr>
</tbody>
</table>

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 & Religious Studies; 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 the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 2510</td>
<td>Sociological Approaches to American Health Care</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 3283</td>
<td>Introduction to Global Health</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 3310</td>
<td>Health, Healing and Ethics: Introduction to Medical Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 3620</td>
<td>Anthropological Perspectives on the Fetus</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 3626</td>
<td>Adventures in Nosology: The Nature and Meaning of Disease</td>
<td>3</td>
</tr>
<tr>
<td>Psych 399</td>
<td>Living, Dying and Death: A Biopsychosocial Approach to Understanding the End of Life</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Information

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 course requirements (https://humanities.wustl.edu/medical-humanities-minor-requirements) online.

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 some 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 IQ: LCD, LS Arch: HUM Art: HUM 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 McKelvey 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 L50 INTER D 130
Credit 3 units. A&S IQ: LCD, LS Arch: HUM Art: HUM BU: 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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L85 MedH 2301 Philosophy of Medicine
Philosophy of medicine is an investigation into what doctors know, and how they know it. This course will investigate the following questions: What is disease? What is health? How do we classify disease? What counts as good evidence and good evidential reasoning in medicine? Is medicine a science? If so, what makes it distinctive as a science? What kinds of evidential roles do case studies play in medicine? How ought we to measure and compare outcomes in clinical trials and in systematic reviews? What is the appropriate relationship between medicine and the basic sciences, or, medicine and the public health sciences (e.g., epidemiology, biostatistics, economics, and behavioral science)? What role, if any, ought private industry — such as the pharmaceutical industry, or health insurance industry — play in shaping the practice of medicine? How ought we to define and measure “effectiveness” in medicine? Do values inform decision making about health policy, and if so, how? The overall goal of the course is to develop a reasoned, reflective approach to research and practice in medicine, through critical analysis of texts, and case studies in the history of medicine. You do not need a major in philosophy or background in philosophy to take this course. This course is intended to be of special interest to pre-health professionals, or philosophy or science majors. For graduate students in philosophy, this course satisfies the seminar requirement. Extra assignments will be provided to satisfy graduate coursework; please see me for details.
Same as L30 Phil 3001
Credit 3 units. A&S IQ: HUM EN: H

L85 MedH 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 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.
See Course Listings for current topics. Required for history majors. Preference given to History majors; other interested students welcome.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H UColl: HEU, HSM

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 IQ: LCD BU: BA EN: H

L85 MedH 3033 Religion and Healing
This course explores the relationship between religion and healing through historical and comparative study of Christian, Jewish and other religious traditions. We will examine how specific religious worldviews influence conceptions of the body and associated healing practices, how states of health and disease are identified and invested with religious significance, and how religious thought contributed to and coexisted alongside the growth of modern Western medicine. While much of the course will draw on specific case studies, students will be encouraged to pursue their own interests in the area of religion and healing through final projects.
Same as L23 Re St 3033
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH 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 identifiable "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 Arch: HUM Art: HUM BU: HUM EN: H

L85 MedH 307 Writing and Medicine
Same as L13 Writing 307
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: SSC Art: SSC BU: BA EN: S

L85 MedH 312W The Body in Pain
Since Elaine Scarry's "The Body in Pain: The Making and Unmaking of the World," there has been an abundance of interdisciplinary work dedicated to the representation of pain at every level, from private suffering to public policy. How do we pathologize our feelings, and how can we communicate pain without inflicting it? This course explores a range of discourses about pain, including theoretical and technical ones. To what extent has literature developed special modes of expression for pain, and to what extent is the literary construction of pain gendered and open to cultural change? In addition to Scarry's book, we read a diverse collection of works, including selections from the Bible and Ovid, Freud's "Anna O," Kafka's "The Penal Colony," W.G. Sebald's "The Emigrants," Wilde's "The Happy Prince," Woolf's "On Being Ill," and poetry by Nazim Hikmet and Sylvia Plath. Students will be encouraged to draw on personal experience as well as their intellectual resources, and there will be opportunity to write creatively as well as academically. This course is Writing Intensive. Satisfies the 20th Century and Later requirement.
Same as L14 E Lit 312W
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: LCD BU: HUM EN: H

L85 MedH 360 Trans* Studies
Trans* Studies is an interdisciplinary course that was previously named Trans*gender 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: WGST 100B, WGST 105, WGST 205 or WGST 3091.
Same as L77 WGSS 360
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L85 MedH 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 IQ: HUM, LCD, SC, SD BU: BA, HUM EN: H

L85 MedH 375 Medical Narratives, Narrative Medicine
Narrative medicine is an approach grounded in the recognition that patients live and communicate their embodied experiences as stories. This approach underscores the need for medical practitioners to cultivate skills of observation, analysis, storytelling, and cultural competency, and these skills are
traditionally developed in humanities coursework. In this course, students will hone their competencies in observation, close reading, and written and oral expression in French through readings of medical narratives. Texts will include Jean-Dominique Bauby's "Le Scaphandrier et le Papillon"; Molière's "Le Médecin Malgré Lui"; Michel de Montaigne's "De L'Experience"; Marguerite Duras's "La Douleur"; and excerpts from works by René Descartes, Honoré de Balzac, Émile Zola, Olivia Rosenthal, and Philippe Lançon. Whether considering works of art, patient testimonials, or classic works of literature, we will observe carefully, describe and understand what we see, tell stories, and attend to the details of the stories that others tell. Prerequisite: French 308 or equivalent. Same as L34 French 375 Credit 3 units.

L85 MedH 3801 Ancient Greek and Roman Medicine
This course introduces students to the practice and theory of medicine in the ancient Mediterranean, beginning in Egypt and continuing through Greece and Rome. It ends in the Middle Ages. Greco-Roman medicine will be our focus. How was disease understood by practitioners and, as far as can be reconstructed, by laypeople? What form did surgical, pharmacological, and dietic treatment take? What were the intellectual origins of Greek medicine? The social status of medical practitioners? How was medicine written and in what terms did its practitioners conceive it? Same as L08 Classics 3801 Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM EN: H

L85 MedH 385 What Is Medical Humanities?
What is medical humanities? What are its core questions and methods? When and how did the field emerge? To whom does it matter, and why? These questions will ground our exploration of recent work in medical humanities. We begin with readings chosen by the instructor to illuminate various humanistic methods (e.g., historical, literary, philosophical) and their approach to recurrent topics and problems in the field (e.g., the doctor-patient relationship, illness as experience, the social construction of disease, health inequality, medicalization). During the second part of the course, students will be guided in co-writing and co-teaching the rest of the syllabus. Students will finish the class able to provide their own definition of medical humanities and to explain the field's origins and concerns as well as why and to whom the field matters. Enrollment preference will be given to students who have already declared the minor in medical humanities. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH EN: H

L85 MedH 391W Literature and Medicine
Same as L14 E Lit 391W Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L85 MedH 399 Independent Work in Medical Humanities
This designation can be used for independent studies and reading courses in medical humanities. It requires prior approval from the director of the medical humanities minor. Credit variable, maximum 3 units.

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 socio-cultural 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 IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, ETH EN: S

L85 MedH 408 Disease, Madness, and Death Italian Style
Italian literary history teems with representations of illness, insanity, and death. From the ghastly 1348 plague that frames Boccaccio's "Decameron" to the midday madness of errant Renaissance knights and from 16th-century tales of poisoning and 18th-century Pirandellian madmen to the contemporary scourge of mafia killings, disease, madness, and death are dominant facts of reality, points of view, symbols, and cultural characteristics of Italian poetry and prose. This course undertakes a pathology of these tropes in Italian literary history and seeks to understand their meaning for the changing Italian cultural identity across time and the Italian peninsula. We will read primary literary texts and view excerpts from films alongside articles focused on the cultural history of medicine, religion, and criminal justice. Taught in English. No final. Same as L36 Ital 408 Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: BA, IS EN: H

L85 MedH 418 Sexuality and Gender in East Asian Religions
In this course we will explore the role of women in the religious traditions of China, Japan and Korea, with a focus on Buddhism, Daoism, Shamanism, Shinto and the so-called "New Religions." We will begin by considering the images of women (whether mythical or historical) in traditional religious scriptures and historical or literary texts. We will 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 recluse, and ordinary laywomen — both historically and in more recent times. Class materials will include literary and religious texts, historical and ethnological studies, biographies and memoirs, and occasional videos and films. Prerequisites: This class will be 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, will need to obtain the instructor's permission before enrolling. Same as L23 Re St 418
L85 MedH 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 IQ: HUM Art: HUM EN: H

L85 MedH 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 about, evaluating, and categorizing people treated as mad. 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 may offer opportunities for spiritual growth and renewal, serving as an apt metaphor for human survival in times of extremis. Credit 3 units. A&S IQ: HUM, LCD EN: H

L85 MedH 474 Frankenstein: Origins and Afterlives
Credit 3 units. A&S IQ: HUM BU: HUM

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. Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

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. Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM EN: H

L85 MedH 491 Staging Illness
"Suddenly some force struck him in the chest and side, making it still harder to breathe, and he fell through the hole and there at the bottom was a light." This quotation, from Tolstoy's story "The Death of Ivan Ilych," offers an example of how artists have employed serious or life-threatening diseases as a means of illuminating both physical suffering and spiritual rebirth. Even as it invades the body and isolates us from our fellow man, illness may offer opportunities for spiritual growth and renewal, serving as an apt metaphor for human survival in times of extremis. In her brilliant essay, "Illness as Metaphor" (1978), Susan Sontag takes issue with how illnesses like tuberculosis were misunderstood or even romanticized during the 19th century in works like Dumas's "Camille" and Puccini's "La Boheme." During the AIDS crisis in the 1980s and 1990s, American artists — particularly theatre artists, whose communities were decimated by the disease — were forced to consider how this global pandemic impacted their lives, especially at a time when the term AIDS was not even mentioned by the President of the United States. In conjunction with the Performing Arts Department's 25th anniversary production of Tony Kushner's extraordinary play, "Angels in America, Part One: Millennium Approaches," this new course examines how disease has been a focal point of artistic inquiry over the course of centuries. By examining works that are focused on illness throughout history, this seminar offers both a deeper understanding of and context for Kushner's masterpiece and the AIDS crisis, and it considers how illness has always been an important subject for the investigation of what it means to be fully human. Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H

Medicine & Society
The Medicine & 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 on 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 & 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 & 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 when selecting up to 40 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
The Medicine & Society Program 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 the shaping of 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 that affect 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.

Requirements
Once admitted to the program, students must complete the following:

- First-year Medicine & Society seminar
- Community health internship or service-learning activity
- Anthro 260 Topics in Health and Community
- A major or minor in anthropology or the global health and environment track of anthropology
- A junior/senior seminar addressing contemporary issues in Medicine & Society
- Senior capstone or honors thesis

Students who are accepted into the Medicine & 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 or service-learning activities. The internship/service-learning opportunity provides students with a location for focusing their interest and involvement in community health and allows them 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 or service-learning site, which may culminate in a senior honors thesis or a capstone project based on original research and investigation. Students in the Medicine & Society Program are encouraged to graduate with honors, based on 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 will also be highly competitive for admission to other professional schools, such as law, business or social work.

Personnel
The Medicine & Society Program 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 he 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. Dr. Stoner is assisted in these efforts by the program's assistant director, Dr. Anna Jacobsen, a cultural anthropologist with broad interests in global health and wellness. 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@wustl.edu
Website: https://anthropology.wustl.edu/medicine-society-program

Faculty
Director
Bradley P. Stoner (https://anthropology.wustl.edu/people/bradley-stoner)
Associate Professor
MD, PhD, Indiana University (Anthropology)

Assistant Director
Anna Jacobsen (https://anthropology.wustl.edu/people/anna-jacobsen)
Lecturer
PhD, Washington University (Anthropology)

Majors
The Medicine & 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 & Society curriculum are advised to investigate a major (p. 210) or minor in anthropology (p. 211) with a focus on medical anthropology
or the optional global health and environment track (p. 210) of the anthropology major or minor.

Minors

The Medicine & 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 & Society curriculum are advised to investigate a major (p. 210) or minor in anthropology (p. 211) with a focus on medical anthropology or the optional global health and environment track (p. 210) of the anthropology major or minor.

Courses

Please refer to the requirements in the Medicine & Society Overview section where required courses are listed. Please visit the Anthropology (p. 212) 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 IPH may be found in the general listing for the IPH (p. 539).) 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: Joseph F. Loewenstein
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)
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)
Stanley Elkin Professor in the Humanities
PhD, Brown University
(English)

Faculty

Daniel E. Bornstein (https://religiousstudies.wustl.edu/people/ daniel-bornstein)
Stella K. Darrow Professor of Catholic Studies
PhD, University of Chicago
(History and Religious Studies)

Nina Cox Davis (https://rll.wustl.edu/people/nina-cox-davis)
Associate Professor in Spanish
PhD, Johns Hopkins University
(Romance Languages)

Robert Henke (https://pad.wustl.edu/people/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)
Professor
PhD, University of York
(English)
Students interested in pursuing the minor in Medieval and Renaissance Studies should contact the offices of the Interdisciplinary Project in the Humanities (http://iph.wustl.edu).

**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 (https://rll.wustl.edu/people/michael-scherberg) for Western Medieval Studies or Joseph Loewenstein (http://english.artsci.wustl.edu/Joe_Loewenstein) for Renaissance Studies.

**Courses**

Please visit the Interdisciplinary Project in the Humanities (p. 539).

**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 Orchestra, 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 and 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 are also 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 performances 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 music lessons.

**Vocal Ensembles:** Concert Choir, Chamber Choir

**Instrumental Ensembles:** Flute Choir, Jazz Band, Chamber String Ensembles, Symphony Orchestra, Wind Ensemble, Jazz Combos

**Lessons:** 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 a 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 fee each semester they are enrolled. In addition, the department has a limited number of partial scholarships that are 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 (https://music.wustl.edu/people/todd-decker)
PhD, University of Michigan

**Endowed Professor**

Dolores Pesce (https://music.wustl.edu/people/dolores-pesce)
Avis Blewett Professor of Music
PhD, University of Maryland

**Professors**

Todd Decker (https://music.wustl.edu/people/todd-decker)
PhD, University of Michigan

Jeffrey Kurtzman (https://music.wustl.edu/people/jeffrey-kurtzman)
PhD, University of Illinois

**Associate Professors**

Patrick Burke (https://music.wustl.edu/people/patrick-burke)
PhD, University of Wisconsin

Robert Snarrenberg (https://music.wustl.edu/people/robert-snarrenberg)
PhD, University of Michigan

Alexander Stefaniak (https://music.wustl.edu/people/alexander-stefaniak)
PhD, Eastman School of Music

Paul Steinbeck (https://music.wustl.edu/people/paul-steinbeck)
PhD, Columbia University

**Assistant Professors**

Clare Bokulich (https://music.wustl.edu/people/clare-bokulich)
PhD, Stanford University

Ben Duane (https://music.wustl.edu/people/ben-duane)
PhD, Northwestern University

Lauren Eldridge
PhD, University of Chicago

Esther Kurtz (https://music.wustl.edu/people/esther-kurtz)
PhD, Brown University

Christopher Stark (https://music.wustl.edu/people/christopher-stark)
DMA, Cornell University

**Professor of the Practice**

William Lenihan (https://music.wustl.edu/people/william-lenihan)
BMus, University of Missouri-Columbia

**Senior Lecturers**

Nicole Aldrich (https://music.wustl.edu/people/nicole-aldrich)
DMA, University of Maryland

Christine Armistead (https://music.wustl.edu/people/christine-armistead)
MM, Washington University

**Lecturers**

Amanda Kirkpatrick (https://music.wustl.edu/people/amanda-kirkpatrick)
MM, University of Missouri-Columbia

L.J. White (https://music.wustl.edu/people/lj-white)
PhD, Northwestern University

**Postdoctoral Research Associate**

Paula Harper
PhD, Columbia University

**Professors Emeriti**

Hugh Macdonald
PhD, Cambridge University

Craig Monson
PhD, University of California, Berkeley
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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music 121C &amp; Music 122C</td>
<td>Classical Theory I and Classical Theory II</td>
<td>6</td>
</tr>
<tr>
<td>or Music 121J &amp; Music 122J</td>
<td>Jazz Theory I and Jazz Theory II</td>
<td></td>
</tr>
<tr>
<td>Music 221C</td>
<td>Classical Theory III</td>
<td>3</td>
</tr>
<tr>
<td>Music 321T</td>
<td>Music Theory IV: Topics in Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>Music 3012</td>
<td>Music History II: The Invention of Classical Music, 1750-1850</td>
<td>3</td>
</tr>
<tr>
<td>Music 3014</td>
<td>Ethnomusicology</td>
<td>3</td>
</tr>
<tr>
<td>Choose two of the following three courses:</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Music 3011</td>
<td>Music History I</td>
<td></td>
</tr>
<tr>
<td>Music 3015</td>
<td>American Popular Music and Media</td>
<td></td>
</tr>
<tr>
<td>Music 3017</td>
<td>Music History III: Classical Music in Flux, 1850 to the Present</td>
<td></td>
</tr>
<tr>
<td>Music 2231</td>
<td>Musicianship I (should be taken concurrently with Music 221C)</td>
<td>1</td>
</tr>
<tr>
<td>Music 2241</td>
<td>Musicianship III (should be taken concurrently with Music 321T)</td>
<td>1</td>
</tr>
<tr>
<td>Two semesters of Keyboard Skills; course placement determined by piano faculty</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Performance courses: private lessons, small ensembles, and/or large ensembles</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Also required: Music 4992</td>
<td>Senior Capstone: Performance, Composition, or Theory (or Music 4993 or Music 4994)</td>
<td>3</td>
</tr>
<tr>
<td>or an approved 400-level Music course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower-level elective units (courses, lessons, and/or ensembles)</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Upper-level elective units (courses, lessons, and/or ensembles)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Units</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

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 that combines two or more of these areas.

Each concentration requires a major senior capstone, such as a thesis, recital, lecture-demonstration or composition portfolio. All majors must also pass a keyboard proficiency examination.

Required courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music 121C &amp; Music 122C</td>
<td>Classical Theory I and Classical Theory II</td>
<td>6</td>
</tr>
<tr>
<td>or Music 121J &amp; Music 122J</td>
<td>Jazz Theory I and Jazz Theory II</td>
<td></td>
</tr>
<tr>
<td>Music 221C</td>
<td>Classical Theory III</td>
<td>3</td>
</tr>
<tr>
<td>Music 321T</td>
<td>Music Theory IV: Topics in Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>Music 3012</td>
<td>Music History II: The Invention of Classical Music, 1750-1850</td>
<td>3</td>
</tr>
<tr>
<td>Music 3017</td>
<td>Music History III: Classical Music in Flux, 1850 to the Present</td>
<td>3</td>
</tr>
<tr>
<td>Music 2231</td>
<td>Musicianship I (should be taken concurrently with Music 221C)</td>
<td>1</td>
</tr>
<tr>
<td>Music 2241</td>
<td>Musicianship III (should be taken concurrently with Music 321T)</td>
<td>1</td>
</tr>
<tr>
<td>Music 3231</td>
<td>Advanced Musicianship</td>
<td>3</td>
</tr>
<tr>
<td>Music 3011</td>
<td>Music History I</td>
<td></td>
</tr>
<tr>
<td>Music 3012</td>
<td>Music History II: The Invention of Classical Music, 1750-1850</td>
<td>3</td>
</tr>
<tr>
<td>Music 3017</td>
<td>Music History III: Classical Music in Flux, 1850 to the Present</td>
<td>3</td>
</tr>
<tr>
<td>1 unit of keyboard skills per semester as necessary to complete Music 2242</td>
<td>1-4</td>
<td></td>
</tr>
<tr>
<td>Music 4991</td>
<td>Senior Project: Musicology or Analysis</td>
<td>3</td>
</tr>
<tr>
<td>or Music 4992</td>
<td>Senior Capstone: Performance, Composition, or Theory</td>
<td></td>
</tr>
<tr>
<td>or Music 4993</td>
<td>Senior Honors Capstone: Musicology or Analysis</td>
<td></td>
</tr>
<tr>
<td>or Music 4994</td>
<td>Honors Project: Performance, Composition or Theory</td>
<td></td>
</tr>
</tbody>
</table>

Lesson and Ensemble Requirements: In addition to the courses listed above, BMus students must also register for 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 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:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Upper-level music history elective (other than Music 3011-Music 3017)</td>
<td>3</td>
</tr>
<tr>
<td>Music 424</td>
<td>Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>400- or 500-level music theory elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Music 439</td>
<td>Diction I (Vocal performance majors only)</td>
<td>3</td>
</tr>
<tr>
<td>Junior half-recital</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

**Theory Emphasis:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music 424</td>
<td>Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>400- or 500-level electives</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Upper-level music history elective (other than Music 3011-Music 3017)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Music 401  &amp; Music 402</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>or Music 429 &amp; Music 430</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or Elementary Technique of Electronic Music and Advanced Techniques of Electronic Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

**Composition Emphasis:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Upper-level music composition (Music 429, Music 430; repeatable)</td>
<td>12</td>
</tr>
<tr>
<td>Upper-level music history elective (other than Music 3011-Music 3017)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Music 424</td>
<td>Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>400- or 500-level music theory electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Music 401  &amp; Music 402</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>or Elementary Technique of Electronic Music and Advanced Techniques of Electronic Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

**History and Culture Emphasis:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-level music history electives (other than Music 3011-Music 3017)</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**General Emphasis:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-level music history electives (other than Music 3011-Music 3017)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Music 424</td>
<td>Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>400- or 500-level music theory electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Elective units</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

**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 honors capstone project, 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:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music 121C &amp; Music 122C</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>or Music 121J &amp; Music 122J</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or Music 3011-Music 3017</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>or Music 3012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or Music 3014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or Music 3015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or Music 3017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One of the following courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music 3011</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>or Music 3012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or Music 3014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or Music 3015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower-level electives</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Upper-level electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Information**

Special scholarships are available for lessons and ensembles.

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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music 121J &amp; Music 122J</td>
<td>Jazz Theory I and Jazz Theory II</td>
<td>6</td>
</tr>
<tr>
<td>Music 105</td>
<td>History of Jazz</td>
<td>3</td>
</tr>
<tr>
<td>Music 3023</td>
<td>Jazz in American Culture</td>
<td>3</td>
</tr>
<tr>
<td>Music 3091</td>
<td>Jazz Improvisation I</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following courses:

- Music 3015 American Popular Music and Media 3
- Music 3017 Music History III: Classical Music in Flux, 1850 to the Present 3
- Music 3021 Music of the African Diaspora 3
- Music 3235 Compositional Craft in Film Scores and Musical Theatre 3
- Music 3236 Music Arranging for the Multi-Genre Artist 3
- Music 3237 The Art of Popular Song: From Folk and Musical Theatre to Rock and Contemporary A Capella 3

or upper-level applied music in jazz

Total Units 18

Additional Information

Other upper-level credits in Music or kindred studies (e.g., African and African-American Studies) may be approved at the discretion of the department chair.

Courses


L27 Music 100B Brass Applied Music: New and Continuing Students Must Register Here
Credit variable, maximum 2 units.

L27 Music 100D Percussion Applied Music: New and Continuing Students Must Register Here
Credit variable, maximum 2 units.

L27 Music 100G Guitar Applied Music: New and Continuing Students Must Register Here
Credit variable, maximum 2 units.

L27 Music 100P Piano Applied Music: New and Continuing Students Must Register Here
Credit variable, maximum 2 units.

L27 Music 100S Strings Applied Music: New and Continuing Students Must Register Here
Credit variable, maximum 2 units.

L27 Music 100V Voice Applied Music: New and Continuing Students Must Register Here
Credit variable, maximum 2 units.

L27 Music 100W Woodwinds Applied Music: New and Continuing Students Must Register Here
Credit variable, maximum 2 units.

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 IQ: HUM BU: HUM

L27 Music 1021 Popular Music in American Culture
American popular music from 1800s to the present, with emphasis on technology, social and political contexts, and popular music as a realm of interracial encounter. Musics covered include early jazz, classic blues, swing, classic pop, rock and roll, soul, disco, hip hop and the changing relationship between popular music, film, and television. Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 1022 Popular Music in American Culture
American popular music from 1800s to the present, with emphasis on technology, social and political contexts, and popular music as a realm of interracial encounter. Musics covered include early jazz, classic blues, swing, classic pop, rock and roll, soul, disco, hip hop and the changing relationship between popular music, film, and television. Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: HUM EN: H

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.
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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

This first-year seminar introduces students to the fascinating history of avant-garde music making in the United States. A series of case studies will address a number of important avant-garde musicians and schools of thought spanning the early 20th century to the present. In exploring avant-garde music, students will encounter new ways of thinking about art's place in the world and broaden their notions of music itself. No previous training in music is required. Course is for first-year, non-transfer students only.

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 is required. This course is not recommended for music minors or majors.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 103E 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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 105 History of Jazz
History of jazz to the present, including its African elements.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM

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 IQ: HUM Arch: HUM Art: HUM

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 improvisors of the 1950s to 1970s. Prerequisite: Music 1091.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: NSM, AN Arch: NSM Art: NSM

L27 Music 110G Study in Guitar  

Students taking guitar off-roster/not for credit.

L27 Music 110P Study in Piano  

Students taking piano not for credit/off-roster.

L27 Music 110S Study in Strings  

Students taking strings not for credit.

L27 Music 110V Study in Voice  

Students taking voice not for credit.

L27 Music 110W Study in Woodwinds  

Students taking woodwinds not for credit.

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 IQ: HUM BU: HUM EN: H

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 IQ: HUM BU: HUM EN: H

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.

L27 Music 1161 First-Year 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 virtually/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: FYS A&S IQ: HUM BU: HUM

L27 Music 1162 First-Year 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: FYS A&S IQ: HUM BU: HUM EN: H

L27 Music 1163 First-Year 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 press, interviews, and popular and academic writing will also inform our discussions.  

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

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 firsthand 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. Scrupulously 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: FYS A&S IQ: HUM EN: H

L27 Music 1166 First-Year Seminar: Bruce Springsteen's Women and Music  

This course explores 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: FYS A&S IQ: HUM BU: HUM EN: H

L27 Music 1167 Women and Music  

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L27 Music 1168 First-Year 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 press, interviews, and popular and academic writing will also inform our discussions.  

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L27 Music 1169 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.

**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.

**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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

**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 IQ: HUM BU: HUM EN: H

**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 tonization 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 IQ: HUM BU: HUM EN: H

**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 IQ: HUM BU: HUM EN: H

**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.

**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.

**L27 Music 128 Selected Area for Special Study**
In-depth study in areas of special interest.

Credit 3 units. BU: HUM

**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.

**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.

**L27 Music 1313 Digital Audio and Multitracking**
This introductory course in computer music composition is a project-based class that covers the theory and application of digital audio recording, processing, multitracking, mixing, and spatialization using current audio software.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

**L27 Music 151G Introductory Guitar**
Credit variable, maximum 2 units.

**L27 Music 151P Introductory Piano**
Credit variable, maximum 2 units.

**L27 Music 151S Introductory Strings**
Credit variable, maximum 2 units.

**L27 Music 151V Introductory Voice**
Credit variable, maximum 2 units.

**L27 Music 151W Introductory Winds and Percussion**
Credit variable, maximum 2 units.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>L27 Music 155</td>
<td>Class Guitar</td>
<td>1 unit</td>
<td></td>
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<tr>
<td>L27 Music 159</td>
<td>Piano Class</td>
<td>1 unit</td>
<td></td>
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<tr>
<td>L27 Music 159G</td>
<td>Jazz Guitar</td>
<td>variable, max 2 units</td>
<td></td>
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<tr>
<td>L27 Music 159J</td>
<td>Jazz Brass</td>
<td>variable, max 3 units</td>
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<tr>
<td>L27 Music 159P</td>
<td>Jazz Piano</td>
<td>variable, max 2 units</td>
<td></td>
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<tr>
<td>L27 Music 159S</td>
<td>Strings</td>
<td>variable, max 2 units</td>
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<tr>
<td>L27 Music 159V</td>
<td>Voice</td>
<td>variable, max 2 units</td>
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<tr>
<td>L27 Music 170G</td>
<td>Jazz Winds and Percussion</td>
<td>variable, max 2 units</td>
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<tr>
<td>L27 Music 170H</td>
<td>Organ</td>
<td>variable, max 2 units</td>
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<tr>
<td>L27 Music 170S</td>
<td>Strings</td>
<td>variable, max 2 units</td>
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<tr>
<td>L27 Music 170V</td>
<td>Winds and Percussion</td>
<td>variable, max 2 units</td>
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<tr>
<td>L27 Music 175G</td>
<td>Guitar</td>
<td>variable, max 2 units</td>
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<tr>
<td>L27 Music 175H</td>
<td>Organ</td>
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<tr>
<td>L27 Music 175S</td>
<td>Strings</td>
<td>variable, max 2 units</td>
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<tr>
<td>L27 Music 175V</td>
<td>Winds and Percussion</td>
<td>variable, max 2 units</td>
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<tr>
<td>L27 Music 175W</td>
<td>Winds and Percussion</td>
<td>variable, max 2 units</td>
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</tr>
<tr>
<td>L27 Music 175C</td>
<td>Voice Class: Fundamentals of Singing Technique</td>
<td>variable, max 2 units</td>
<td>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 will be prorated accordingly. Credit 1 unit.</td>
</tr>
<tr>
<td>L27 Music 178C</td>
<td>Voice Class II: Fundamentals of Singing Technique</td>
<td>variable, max 2 units</td>
<td>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.</td>
</tr>
<tr>
<td>L27 Music 221</td>
<td>Music Theory III</td>
<td>3 units</td>
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</tr>
<tr>
<td>L27 Music 2211</td>
<td>Opera Projects</td>
<td>variable, max 2 units</td>
<td>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, max 2 units.</td>
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<tr>
<td>L27 Music 2212</td>
<td>Opera Projects</td>
<td>variable, max 2 units</td>
<td>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, max 2 units.</td>
</tr>
<tr>
<td>L27 Music 2213</td>
<td>Singers' Performance Workshop</td>
<td>3 units</td>
<td>A&amp;S IQ: HUM EN: H</td>
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</tbody>
</table>

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 will be prorated accordingly.
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. A&S IQ: HUM BU: HUM EN: H

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 IQ: HUM

L27 Music 2231 Musicianship I
Basic ear training, sight singing and dictation skills. Three hours a week. Prerequisite: Music 104E. Credit 1 unit.

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.

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.

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.

L27 Music 227 Selected Area for Special Study
In-depth study in areas of special interest. Prerequisite: permission of instructor. Credit 3 units.

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 IQ: HUM EN: H

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.

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.

L27 Music 232W Wind Ensemble
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 variable, maximum 1 units.

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 variable, maximum 1 units.

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 variable, maximum 1 units.

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: audition. Special fee applicable. Credit variable, maximum 1 units.

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.

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.

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 variable, maximum 1 units.

L27 Music 239G Jazz Guitar
Credit variable, maximum 2 units.

L27 Music 239J Jazz Brass
Credit variable, maximum 3 units.

L27 Music 239P Jazz Piano
Credit variable, maximum 2 units.
L27 Music 270S Jazz Strings  
Credit variable, maximum 2 units.

L27 Music 270V Jazz Voice  
Credit variable, maximum 2 units.

L27 Music 270W Jazz Winds and Percussion  
Credit variable, maximum 2 units.

L27 Music 275G Guitar  
Credit variable, maximum 2 units.

L27 Music 275O Organ  
Credit variable, maximum 2 units.

L27 Music 275P Piano  
Credit variable, maximum 2 units.

L27 Music 275S Strings  
Credit variable, maximum 2 units.

L27 Music 275V Voice  
Credit variable, maximum 2 units.

L27 Music 275W Winds and Percussion  
Credit variable, maximum 2 units.

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.

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.

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.

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.

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 3012 Music History II: The Invention of Classical Music, 1750-1850  
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 IQ: HUM, WI BU: HUM EN: H

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 will 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 will 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 will 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 will 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 music, 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 (Theory I) or Music 121J (Jazz Theory I) or permission of instructor.  
Credit 3 units. A&S IQ: HUM, L, SC, SD Arch: HUM Art: HUM BU: BA EN: H

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 will be at the center of the course. Topics to be 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 will be considered across the course. Prerequisites: Music 121C (Theory I) or Music 121J (Jazz Theory I) or permission of instructor.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

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 IQ: HUM BU: HUM EN: H

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 IQ: HUM, SD EN: H

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 IQ: HUM EN: H

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 IQ: HUM BU: HUM EN: H

L27 Music 3029 Game of Thrones, Game of Tones: Medieval Music in the Age of HBO
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

L27 Music 3030 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 course, 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, LCD Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: LCD BU: BA EN: H

L27 Music 3032 The Science of Singing
This course presents an introductory look at the physiology and acoustics of singing. Topics we will study include how the voice works in general and the different ways individual singers use their voices; how understanding this science can improve one’s singing; how to maintain vocal health; how the voice changes across the life span; and psychological aspects of performing. The ability to read music is not required for this course.

Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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.

L27 Music 3052 Selected Area for Special Study
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

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 bebop and modern jazz. Prerequisite: Music 121J or permission of instructor.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

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 IQ: HUM BU: HUM EN: H

L27 Music 3131 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 IQ: HUM BU: HUM EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
L27 Music 313E Introduction to Comparative Arts
Same as L16 Comp Lit 313E
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

L27 Music 315 Selected Areas for Special Study I
Credit 3 units. A&S IQ: HUM EN: H

L27 Music 317 Selected Area for Special Study
In-depth study in areas of special interest.
Credit 3 units.

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 IQ: HUM BU: HUM EN: H

L27 Music 321T Music Theory IV: Topics in Music Theory
Credit 3 units. BU: HUM

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 IQ: NSM Arch: NSM Art: NSM BU: HUM

L27 Music 3223 Computational Models of Music Theory and Cognition
We will study computational models that simulate the perception of several aspects of music: phase structure, meter, melody, key, harmony, counterpoint, and texture. In addition to reading about and discussing these models, students will work with them directly by running them on their own. We will also spend some class time on perceptual experiments related to the models we study. Although the course will focus on models of perception, emphasis will be placed on ones that are also pertinent to music theory, and these connections will be discussed. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 3231 Advanced Musicianship
Individualized instruction in advanced ear training, sight singing and dictation skills. Prerequisite: Music 2241. Credit 3 units. BU: HUM

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.

L27 Music 3235 Compositional Craft in Film Scores and Musical Theatre
This course examines compositional techniques and aesthetics in two forms of popular music: film/television scores and musical theatre. Popular songs and other musical works associated with film, television, and musicals are analyzed from multiple perspectives, giving students insight into the sonic, visual, and dramatic techniques employed by major composers. Students engage with the material in rigorous yet practical ways, from analytical projects to deep-listening exercises. This approach emphasizes sonic experience and situated musicianship as the primary means of accessing complex concepts from music theory. Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L27 Music 3236 Music Arranging for the Multi-Genre Artist
This course examines the practice of music arranging for numerous applications, including ensembles in jazz, rock, pop, a cappella, classical music, new music, and new media. Students analyze musical scores for small and large groups and compose arrangements in a variety of genres. Also learned are instrumentation, vocal ranges, basic orchestration, idiomatic instrumental techniques, chord voicings, and textures, all in the context of specific styles and genres. Overall, the course provides an introduction to industry-standard techniques of music arranging. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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

L27 Music 3235 Compositional Craft in Film Scores and Musical Theatre
A study of the principles of instrumentation and orchestration. In-class assignments will aid in the understanding of the capabilities and limitations of the orchestral instruments. Analysis of orchestral scores will provide insight into efficient and creative use of the orchestra. Prerequisite: Music 121C or permission of the instructor. Credit 3 units.

L27 Music 3236 Orchestration
A practicum in writing for orchestra and groups of orchestral instruments. Prerequisite: Music 325. Credit 3 units.
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 IQ: HUM Art: HUM BU: HUM

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.

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.

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

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.

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.

L27 Music 341 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 masques 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 IQ: HUM Arch: HUM Art: HUM EN: H

L27 Music 3513 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 JIMES 3583 Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
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 JIMES 3584
Credit 3 units. A&S IQ: HUM EN: H

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 IQ: HUM, LCD BU: IS EN: H

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. Prequisites: none.
Same as L53 Film 358
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L27 Music 370G Jazz Guitar
Credit variable, maximum 2 units.
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.

L27 Music 402 Advanced Techniques of Electronic Music
Practical composition studies to build technique in electronic music. Prerequisite: Music 401. Credit 3 units.

L27 Music 411 Music of the 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 IQ: HUM EN: H

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 IQ: HUM BU: HUM EN: H

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 IQ: HUM EN: H

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.

L27 Music 415 Music of the Romantic Period
Credit 3 units.

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 IQ: HUM

L27 Music 421 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 IQ: HUM

L27 Music 422 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 IQ: HUM EN: H

L27 Music 423 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.

L27 Music 424 Counterpoint I
Concentrated independent study in 16th-century contrapuntal composition. Prerequisite: Music 222. Credit 3 units.

L27 Music 425 Counterpoint II
Concentrated independent study in 18th-century contrapuntal composition. Prerequisite: Music 222. Credit 3 units.

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 IQ: HUM EN: H

L27 Music 428 Topics in Music Theory and Analysis
In-depth study in areas of special interest. Prerequisite: senior standing, graduate standing or permission of instructor. Credit 3 units. A&S IQ: HUM EN: H

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 IQ: HUM: EN: H

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 IQ: HUM: EN: H

L27 Music 4292 Composition
Concentrated independent work in composition and a weekly master class for experienced composers. Prerequisite: Music 330 or permission of instructor. Credit variable, maximum 3 units.

L27 Music 4302 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 IQ: HUM: EN: H

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 IQ: HUM: EN: H

L27 Music 4392 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 IQ: HUM

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.

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.

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 IQ: HUM: EN: H

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L27 Music 4571 From Vitaphone to YouTube: Popular Music and the Moving Image
This course considers American popular music as represented in audiovisual media from 1926 to the present. The relationship between the popular music industry (a commercial sphere oriented primarily toward the selling of sheet music and audio recordings) and audiovisual technologies (various screens and formats encountered in changing social and commercial contexts) will be explored along two complementary tracks: popular music performers as presented in performance-centered media and popular music as a narrative topic or resource in feature films. Three related analytical frames will shape our discussions: industrial and technological history (the material conditions for the making and distribution of popular music and moving images); the question of “liveness” in recorded audiovisual media; aesthetics of various popular music styles as translated into audiovisual forms and contexts. The course is in seminar format. The ability to read music is not required but students with music reading or transcription skills will be encouraged to draw upon these tools. Prerequisites: graduate status or completion of a 300-level FMS or Music course and permission of the instructor. Same as L53 Film 457
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 461 Piano
Credit variable, maximum 3 units.

L27 Music 4613 Fortepiano
Credit variable, maximum 3 units.

L27 Music 462 Piano
Credit variable, maximum 3 units.

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L27 Music 4623 Fortepiano
Credit variable, maximum 3 units.

L27 Music 463 Harpsichord
Credit variable, maximum 3 units.

L27 Music 464 Harpsichord
Credit variable, maximum 3 units.

L27 Music 470G Jazz Guitar
Credit variable, maximum 2 units.

L27 Music 470J Jazz Brass
Credit variable, maximum 3 units.

L27 Music 470P Jazz Piano
Credit variable, maximum 2 units.

L27 Music 470S Jazz Strings
Credit variable, maximum 2 units.

L27 Music 470V Jazz Voice
Credit variable, maximum 2 units.

L27 Music 470W Jazz Winds and Percussion
Credit variable, maximum 2 units.

L27 Music 475G Guitar
Credit variable, maximum 2 units.

L27 Music 475O Organ
Credit variable, maximum 2 units.

L27 Music 475P Piano
Credit variable, maximum 3 units.

L27 Music 475S Strings
Credit variable, maximum 2 units.

L27 Music 475V Voice
Credit variable, maximum 3 units.

L27 Music 475W Winds and Percussion
Credit variable, maximum 2 units.

L27 Music 477 Voice
Credit variable, maximum 3 units.

L27 Music 478 Voice
Credit variable, maximum 3 units.

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.

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.
Performing Arts

Performing Arts at Washington University comprise dance (p. 722) and drama (p. 722).

Dance

Students may select dance (p. 338) as a major through the Performing Arts Department. This course of study combines intensive studio work in the technique and theory of modern dance, ballet and composition with seminars that examine dance as a global phenomenon containing forms that reflect culturally specific historical, aesthetic and ethnological 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. In addition, students may choose to minor in dance 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 of Euro-American traditions. A certificate program in somatic movement expression (e.g., the creation of a video résumé, a project emphasizing the student’s dance development to a project emphasizing 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. 346) 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 (i.e., set, costume, lighting, and sound) and playwriting.

The theater and performance studies faculty offer courses in theater history, performance studies, and dramatic and performance theory. Majors may also take cross-listed courses in such departments as African and African-American Studies; Classics; English; East Asian Languages and Literatures; 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, 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) that is 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, in internships and jobs in regional American theaters, and in various professional schools and graduate programs. Our 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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(Dance)

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PhD, Texas Woman's University
(Dance)

David W. Marchant (https://pad.wustl.edu/people/david-marchant)
MFA, University of Iowa
(Dance)

Jeffery S. Matthews (https://pad.wustl.edu/people/jeffery-matthews)
MFA, Virginia Commonwealth University
(Drama)

Annamaria Pileggi (https://pad.wustl.edu/people/annamaria-pileggi)
MFA, Brandeis University
(Drama)

Cecil Slaughter (https://pad.wustl.edu/people/cecil-slaughter)
MFA, University of Iowa
(Dance)

William Whitaker (https://pad.wustl.edu/people/william-whitaker)
MFA, Florida Atlantic University
(Drama)

Artist-in-Residence

Ron Himes (https://pad.wustl.edu/people/ron-himes)
Henry E. Hampton Jr. Artist-in-Residence
BSBA, Washington University
(Drama)

Senior Lecturer

Sean Savoie (https://pad.wustl.edu/people/sean-savoie)
MFA, University of Cincinnati, College Conservatory of Music
(Drama)

Senior Lecturer/Senior Playwright-in-Residence

Carter W. Lewis (https://pad.wustl.edu/people/carter-w-lewis)
MA, University of Oklahoma
(Drama)
Lecturer

Dominique Glaros (https://pad.wustl.edu/people/dominique-glaros)
MFA, University of Cincinnati, College Conservatory of Music
(Drama)

Professor Emerita

Mary-Jean Cowell (https://pad.wustl.edu/people/mary-jean-cowell)
PhD, Columbia University
(Dance)

Majors

The Performing Arts Department offers majors in dance and in drama. For the major in dance, visit the Dance (p. 339) page. For the major in drama, visit the Drama (p. 347) page.

Minors

The Minor in World Music, Dance and Theater

Required units: 17-19

Required courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music 1021</td>
<td>Musics of the World</td>
<td>3</td>
</tr>
<tr>
<td>Dance 331</td>
<td>Movement and Meaning: Dance in a Global Context</td>
<td>3</td>
</tr>
</tbody>
</table>

One to two of the following courses (3-5 units):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAS 301</td>
<td>A History of African-American Theater</td>
<td>3</td>
</tr>
<tr>
<td>Chinese 467</td>
<td>The Chinese Theater</td>
<td>3</td>
</tr>
<tr>
<td>Drama 223</td>
<td>Cross-Cultural Women Playwrights</td>
<td>3</td>
</tr>
<tr>
<td>Dance 343</td>
<td>West African Music and Dance in Context</td>
<td>2</td>
</tr>
<tr>
<td>Japan 446</td>
<td>The Japanese Theater</td>
<td>3</td>
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</tbody>
</table>

Elective courses (8 units):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Drama 368</td>
<td>Black Theater Workshop III</td>
<td>3</td>
</tr>
<tr>
<td>Music 3021</td>
<td>Music of the African Diaspora</td>
<td>3</td>
</tr>
<tr>
<td>Music 3022</td>
<td>Native American Musical Traditions of the Western United States</td>
<td>3</td>
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<tr>
<td>Dance 305Z</td>
<td>Music Resources for Dance</td>
<td>2</td>
</tr>
<tr>
<td>Dance 340</td>
<td>Ballet as Ethnic Dance and Classical Art</td>
<td>3</td>
</tr>
<tr>
<td>Dance 343</td>
<td>West African Music and Dance in Context</td>
<td>2</td>
</tr>
</tbody>
</table>

Additional electives available in University College (U31):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance 235</td>
<td>Dance Doorway to India</td>
<td>2</td>
</tr>
<tr>
<td>Dance 328</td>
<td>Dance of West Africa: Intermediate</td>
<td>2</td>
</tr>
<tr>
<td>Dance 335</td>
<td>Bharata Natyam as Movement Narrative</td>
<td>1</td>
</tr>
</tbody>
</table>

Additional Information

This is an interdisciplinary minor that draws 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. 340) page of this Bulletin.

The Minor in Drama

For the minor in drama, visit the Drama (p. 348) page of this Bulletin.

Courses

Dance

For dance courses, visit the Dance (p. 340) page of this Bulletin.

Drama

For drama courses, visit the Drama (p. 348) page of this Bulletin.

Philosophy

Philosophy tackles central questions in human life, such as the following: 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 (e.g., psychology, environmental...
studies, women's studies, law, political science); they can also examine the methods of inquiry and the 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.

Phone: 314-935-6670
Email: mckinneysusan@wustl.edu
Website: http://philosophy.artsci.wustl.edu

Faculty

Chair

Ron Mallon (http://philosophy.artsci.wustl.edu/people/ron-mallon)
Chair, Department of Philosophy; Director of Philosophy-Neuroscience-Psychology Program
PhD, Rutgers University

Professors

Carl Craver (https://philosophy.wustl.edu/people/carl-f-craver)
PhD, University of Pittsburgh

Dennis DesChene (https://philosophy.wustl.edu/people/dennis-des-chene)
PhD, Stanford University

Julia Driver (https://philosophy.wustl.edu/people/julia-driver)
PhD, Johns Hopkins University

J. Claude Evans (https://philosophy.wustl.edu/people/claude-evans)
PhD, State University of New York--Stony Brook

John Heil (https://philosophy.wustl.edu/people/john-heil)
PhD, Vanderbilt University

Jonathan Kvanvig (https://philosophy.wustl.edu/people/jonathan-kvanvig)
PhD, University of Notre Dame

Casey O'Callaghan (https://philosophy.wustl.edu/people/casey-o'callaghan)
PhD, Princeton University

Mark Rollins (https://philosophy.wustl.edu/people/mark-rollins)
PhD, Columbia University

Roy Sorensen (https://philosophy.wustl.edu/people/roy-sorensen)
PhD, Michigan State University

Kit Wellman (https://philosophy.wustl.edu/people/kit-wellman)
PhD, University of Arizona

Associate Professors

Anne Margaret Baxley (https://philosophy.wustl.edu/people/anne-margaret-baxley)
Director of Undergraduate Studies
PhD, University of California, San Diego

Eric Brown (https://philosophy.wustl.edu/people/eric-brown)
PhD, University of Chicago

Allan Hazlett (https://philosophy.wustl.edu/people/allan-hazlett)
PhD, Brown University

Brett Hyde (https://philosophy.wustl.edu/people/brett-hyde)
PhD, Rutgers University

Anya Plutynski (https://philosophy.wustl.edu/people/anya-plutynski)
PhD, University of Pennsylvania

McDonnell Postdoctoral Fellows

Austin Andrews (https://philosophy.wustl.edu/people/austin-andrews)
PhD, University of California, Berkeley

Will Fleisher (https://philosophy.wustl.edu/people/will-fleisher)
PhD, Rutgers University

Lecturers

Anne Baril (https://philosophy.wustl.edu/people/anne-baril)
PhD, University of Arizona

Janella Baxter
PhD, University of Illinois at Chicago

Nicholas Koziolek (https://philosophy.wustl.edu/people/nicholas-koziolek)
PhD, University of Chicago

Boyd Millar
PhD, University of Toronto

Adjunct Professors

John Bruer (https://philosophy.wustl.edu/people/john-bruer)
PhD, Rockefeller University

Linda Nicholson (https://history.wustl.edu/people/linda-nicholson)
Professor of Women's Studies
PhD, Brandeis University

Professors Emeriti

Lucian W. Krukowski (https://philosophy.wustl.edu/people/lucian-krukowski)
PhD, Washington University
Jerome P. Schiller (https://philosophy.wustl.edu/people/jerome-schiller)
PhD, Harvard University

Joseph S. Ullian (https://philosophy.wustl.edu/people/joe-ullian)
PhD, Harvard University

Richard A. Watson (https://philosophy.wustl.edu/people/richard-watson)
PhD, University of Iowa

Carl P. Wellman (https://philosophy.wustl.edu/people/carl-wellman)
Hortense and Tobias Lewin Distinguished Professor Emeritus in the Humanities
PhD, Harvard University

Majors
The Major in Philosophy

Total units required: 27; 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 as follows:

**Contemporary/Analytic Philosophy:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil 301G</td>
<td>Symbolic Logic</td>
<td>3</td>
</tr>
<tr>
<td>Phil 306G</td>
<td>Philosophy of Language</td>
<td>3</td>
</tr>
<tr>
<td>Phil 3113</td>
<td>Theory of Knowledge</td>
<td>3</td>
</tr>
<tr>
<td>Phil 315</td>
<td>Philosophy of Mind</td>
<td>3</td>
</tr>
<tr>
<td>Phil 321G</td>
<td>Philosophy of Science</td>
<td>3</td>
</tr>
<tr>
<td>Phil 3481</td>
<td>Introduction to Metaphysics</td>
<td>3</td>
</tr>
<tr>
<td>Phil 361</td>
<td>Philosophy of Emotions</td>
<td>3</td>
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</tbody>
</table>

**History of Philosophy:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil 347C</td>
<td>Ancient Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Phil 349C</td>
<td>Descartes to Hume</td>
<td>3</td>
</tr>
<tr>
<td>Phil 357C</td>
<td>Kant and 19th-Century Philosophy</td>
<td>3</td>
</tr>
</tbody>
</table>

Phil 358 Conceptual Foundations of Modern Science 3

**Value Theory:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil 331F</td>
<td>Classical Ethical Theories</td>
<td>3</td>
</tr>
<tr>
<td>Phil 339F</td>
<td>Philosophy of the Arts</td>
<td>3</td>
</tr>
<tr>
<td>Phil 340F</td>
<td>Social and Political Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Phil 345F</td>
<td>Issues in Applied Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Phil 346</td>
<td>Philosophy of Law</td>
<td>3</td>
</tr>
<tr>
<td>Phil 361</td>
<td>Philosophy of Emotions</td>
<td>3</td>
</tr>
</tbody>
</table>

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, the law and policy track, and the philosophy of science track. For more information about these tracks, please visit the Department of Philosophy website (https://philosophy.wustl.edu/major-and-minor-requirements).

**Philosophy Research Track**

The philosophy research track is especially recommended for students who plan to pursue graduate studies and an advanced degree in philosophy, which is 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 125G Great Philosophers
- In Contemporary/Analytic:

<table>
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<tr>
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</thead>
<tbody>
<tr>
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<tr>
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<tr>
<td>Phil 3481</td>
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</tr>
<tr>
<td>Phil 306G</td>
<td>Philosophy of Language</td>
<td>3</td>
</tr>
<tr>
<td>Phil 315</td>
<td>Philosophy of Mind</td>
<td>3</td>
</tr>
<tr>
<td>Phil 321G</td>
<td>Philosophy of Science</td>
<td>3</td>
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</tbody>
</table>

726
or Phil 361 Philosophy of Emotions

Total Units 9

• **In History:** Any two core courses (a 400-level History course may be substituted for a second 300-level course):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil 347C</td>
<td>Ancient Philosophy</td>
<td>3</td>
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<tr>
<td>Phil 349C</td>
<td>Descartes to Hume</td>
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</tr>
<tr>
<td>Phil 357C</td>
<td>Kant and 19th-Century Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Phil 358</td>
<td>Conceptual Foundations of Modern Science</td>
<td>3</td>
</tr>
</tbody>
</table>

• **In Value Theory** (Phil 4310 or Phil 4315 can satisfy a 400-level requirement):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil 331F</td>
<td>Classical Ethical Theories</td>
<td>3</td>
</tr>
<tr>
<td>Phil 4310</td>
<td>20th-Century Metaethics</td>
<td>3</td>
</tr>
<tr>
<td>or Phil 4315</td>
<td>Normative Ethical Theory</td>
<td>3</td>
</tr>
<tr>
<td>or Phil 361</td>
<td>Philosophy of Emotions</td>
<td>3</td>
</tr>
</tbody>
</table>

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:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil 301G</td>
<td>Symbolic Logic</td>
<td>3</td>
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<tr>
<td>Phil 306G</td>
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</tr>
<tr>
<td>Phil 3113</td>
<td>Theory of Knowledge</td>
<td>3</td>
</tr>
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</table>

**History Courses:**

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Phil 347C</td>
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<tr>
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<td>3</td>
</tr>
<tr>
<td>Phil 358</td>
<td>Conceptual Foundations of Modern Science</td>
<td>3</td>
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</table>

• Phil 340F Social and Political Philosophy and Phil 346 Philosophy of Law
• Strongly recommended: at least one other **Value Theory** course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil 340F</td>
<td>Social and Political Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Phil 346</td>
<td>Philosophy of Law</td>
<td>3</td>
</tr>
<tr>
<td>or Phil 361</td>
<td>Philosophy of Emotions</td>
<td>3</td>
</tr>
</tbody>
</table>

• 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:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil 301G</td>
<td>Symbolic Logic</td>
<td>3</td>
</tr>
<tr>
<td>Phil 321G</td>
<td>Philosophy of Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 6

• **In History:** Any one of the core courses listed below:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil 347C</td>
<td>Ancient Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Phil 349C</td>
<td>Descartes to Hume</td>
<td>3</td>
</tr>
</tbody>
</table>
"Phil 358  Conceptual Foundations of Modern Science  3

• In Advanced Philosophy of Science:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Phil 4210</td>
<td>Topics in Advanced Philosophy of Science</td>
<td>3</td>
</tr>
</tbody>
</table>

• 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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil 390</td>
<td>Philosophical Writing</td>
<td>3</td>
</tr>
<tr>
<td>Phil 426</td>
<td>Theories of Concepts</td>
<td>3</td>
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</table>

Logic and Method Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil 403</td>
<td>Mathematical Logic I</td>
<td>3</td>
</tr>
<tr>
<td>Phil 404</td>
<td>Mathematical Logic II</td>
<td>3</td>
</tr>
<tr>
<td>Phil 405</td>
<td>Philosophical Logic</td>
<td>3</td>
</tr>
<tr>
<td>Phil 4051</td>
<td>Philosophy of Logic</td>
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</table>

Epistemology and Metaphysics Courses:

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Phil 3113</td>
<td>Theory of Knowledge</td>
<td>3</td>
</tr>
<tr>
<td>Phil 3481</td>
<td>Introduction to Metaphysics</td>
<td>3</td>
</tr>
<tr>
<td>Phil 4141</td>
<td>Advanced Epistemology</td>
<td>3</td>
</tr>
<tr>
<td>Phil 4142</td>
<td>Advanced Metaphysics</td>
<td>3</td>
</tr>
<tr>
<td>Phil 4332</td>
<td>Cognition and Computation</td>
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</table>

Life and Science Courses:

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<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil 3001</td>
<td>Philosophy of Medicine</td>
<td>3</td>
</tr>
<tr>
<td>Phil 4212</td>
<td>Philosophy of Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>Phil 423</td>
<td>Philosophy of Biological Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Mind and Science Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil 315</td>
<td>Philosophy of Mind</td>
<td>3</td>
</tr>
<tr>
<td>Phil 418</td>
<td>Current Controversies in Cognitive Science</td>
<td>3</td>
</tr>
</tbody>
</table>

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 grade-point average. For important additional information regarding Senior Honors, consult our Undergraduate Honors webpage (https://philosophy.wustl.edu/undergraduate-honors).

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 during the junior year, and it 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 from 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, a GPA of at least 3.5 in the major, a GPA of at least 3.5 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 (https://philosophy.wustl.edu/study-abroad) and the study abroad adviser.
Minors

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:

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Phil 301G</td>
<td>Symbolic Logic</td>
<td>3</td>
</tr>
<tr>
<td>Phil 306G</td>
<td>Philosophy of Language</td>
<td>3</td>
</tr>
<tr>
<td>Phil 3113</td>
<td>Theory of Knowledge</td>
<td>3</td>
</tr>
<tr>
<td>Phil 315</td>
<td>Philosophy of Mind</td>
<td>3</td>
</tr>
<tr>
<td>Phil 321G</td>
<td>Philosophy of Science</td>
<td>3</td>
</tr>
<tr>
<td>Phil 3481</td>
<td>Introduction to Metaphysics</td>
<td>3</td>
</tr>
<tr>
<td>Phil 361</td>
<td>Philosophy of Emotions</td>
<td>3</td>
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</table>

History of Philosophy:

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Phil 347C</td>
<td>Ancient Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Phil 349C</td>
<td>Descartes to Hume</td>
<td>3</td>
</tr>
<tr>
<td>Phil 357C</td>
<td>Kant and 19th-Century Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Phil 358</td>
<td>Conceptual Foundations of Modern Science</td>
<td>3</td>
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Value Theory:

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Phil 331F</td>
<td>Classical Ethical Theories</td>
<td>3</td>
</tr>
<tr>
<td>Phil 339F</td>
<td>Philosophy of the Arts</td>
<td>3</td>
</tr>
<tr>
<td>Phil 340F</td>
<td>Social and Political Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Phil 345F</td>
<td>Issues in Applied Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Phil 346</td>
<td>Philosophy of Law</td>
<td>3</td>
</tr>
<tr>
<td>Phil 361</td>
<td>Philosophy of Emotions</td>
<td>3</td>
</tr>
</tbody>
</table>

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 can also 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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Phil 301G</td>
<td>Symbolic Logic</td>
<td>3</td>
</tr>
<tr>
<td>Phil 321G</td>
<td>Philosophy of Science</td>
<td>3</td>
</tr>
<tr>
<td>Phil 4210</td>
<td>Topics in Advanced Philosophy of Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 9

Elective courses:

At least one course from the following four:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Phil 347C</td>
<td>Ancient Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Phil 349C</td>
<td>Descartes to Hume</td>
<td>3</td>
</tr>
<tr>
<td>Phil 3481</td>
<td>Introduction to Metaphysics</td>
<td>3</td>
</tr>
</tbody>
</table>

At least two courses from the following list:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil 3001</td>
<td>Philosophy of Medicine</td>
<td>3</td>
</tr>
<tr>
<td>Phil 3113</td>
<td>Theory of Knowledge</td>
<td>3</td>
</tr>
<tr>
<td>Phil 315</td>
<td>Philosophy of Mind</td>
<td>3</td>
</tr>
<tr>
<td>Phil 3481</td>
<td>Introduction to Metaphysics</td>
<td>3</td>
</tr>
<tr>
<td>Phil 390</td>
<td>Philosophical Writing</td>
<td>3</td>
</tr>
<tr>
<td>Phil 403</td>
<td>Mathematical Logic I</td>
<td>3</td>
</tr>
<tr>
<td>Phil 404</td>
<td>Mathematical Logic II</td>
<td>3</td>
</tr>
<tr>
<td>Phil 405</td>
<td>Philosophical Logic</td>
<td>3</td>
</tr>
<tr>
<td>Phil 4051</td>
<td>Philosophy of Logic</td>
<td>3</td>
</tr>
<tr>
<td>Phil 4141</td>
<td>Advanced Epistemology</td>
<td>3</td>
</tr>
<tr>
<td>Phil 4142</td>
<td>Advanced Metaphysics</td>
<td>3</td>
</tr>
<tr>
<td>Phil 418</td>
<td>Current Controverses in Cognitive Science</td>
<td>3</td>
</tr>
<tr>
<td>Phil 419</td>
<td>Philosophy of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Phil 4212</td>
<td>Philosophy of Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>Phil 423</td>
<td>Philosophy of Biological Science</td>
<td>3</td>
</tr>
<tr>
<td>Phil 426</td>
<td>Theories of Concepts</td>
<td>3</td>
</tr>
<tr>
<td>Phil 4332</td>
<td>Cognition and Computation</td>
<td>3</td>
</tr>
<tr>
<td>PNP 495</td>
<td>PNP Seminar (with approval of topic)</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses


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 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 IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

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 IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: SCI

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 IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

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 IQ: HUM, LCD Art: HUM BU: HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

L30 Phil 234F Business Ethics
Study of the nature and justification of economic systems, business organizations, and business practices. Focus on contemporary business and the ideology it embodies. Discussion of moral problems arising in business includes both the analysis of structural factors that cause them and the evaluation of courses of action that might resolve them.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

L30 Phil 237F Introduction to Aesthetics
Study of characteristic problems in aesthetics and the philosophy of art, e.g., the nature of aesthetic entities, of aesthetic experience, and of individual differences in the various arts. Primary emphasis on solutions various theories offer to these problems.

Credit 3 units. A&S IQ: HUM Art: AH BU: HUM

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.
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 ReIPol 240
Credit 3 units. A&S IQ: HUM BU: BA EN: H

L30 Phil 2451 Love and Reason
Love often seems dramatically unreasonable, and reason can seem coldly rational in a way that excludes any emotion, passion, or affiliation even akin to love. The supposed opposition between love and reason has been used by Christian and secular thinkers throughout modernity to organize ways of knowing and judging, and to criticize claims of faith, belief, and desire. But are love and reason really so distinct? What does it mean to say so, and why might someone make this claim? Can love be reasoned, and even reasonable? Can reason be aided by love, and even driven by it? How might different answers to these questions affect our understanding of other possibly unreasoned categories like faith, belief, and piety? This course offers an introduction to modern Christian thought and Western philosophy through these questions and themes.
Same as L57 ReIPol 245
Credit 3 units. A&S IQ: HUM EN: H

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 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 ReIPol 250
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

L30 Phil 297 Undergraduate Independent Study
Prerequisite: permission of the department.
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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

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 IQ: HUM BU: ETH

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 JIMES 310 Credit 3 units. A&S IQ: HUM Art: HUM BU: ETH

L30 Phil 310I The Problem of Evil: The Holocaust and Other Horrors
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 IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

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 IQ: HUM BU: HUM EN: H

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 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. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM Art: HUM BU: ETH EN: H

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 IQ: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM Art: HUM BU: HUM EN: H

L30 Phil 327 Philosophy of Religion
This course focuses on debates concerning the existence of God as well as on special issues that arise within religion generally and also on some that arise within specific religious traditions. Topics include: the rationality of religious belief, the problem of evil, the coherence of theism, and the freedom-foreknowledge problem. Credit 3 units. A&S IQ: HUM BU: ETH EN: H
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 IQ: HUM Art: HUM BU: ETH EN: H

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 IQ: HUM Art: HUM BU: ETH EN: H

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 IQ: HUM Art: HUM BU: ETH, HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

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 as 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 IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

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 IQ: HUM, LCD Art: HUM BU: ETH EN: H

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 will 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 IQ: HUM BU: HUM EN: H

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 IQ: HUM, LCD Art: HUM BU: HUM EN: H

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,
L30 Phil 351 History of Western Philosophy: Modern
This course offers a survey of the history of 17th and 18th century Western (European) Philosophy, with a focus on the nature and limits of knowledge. Topics include skepticism, the mind-body relationship, the existence of God, the problem of induction, the distinction between primary and secondary qualities, personal identity, causation, and a priori versus a posteriori knowledge. We examine the canonical texts of Descartes, Locke, Berkeley, Hume, and Kant.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

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

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 the following: What is art? How do pictures represent? Does art express emotion? Why does art have a history? 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 IQ: HUM Art: HUM BU: HUM

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L30 Phil 3801 Ancient Greek and Roman Medicine
This course introduces students to the practice and theory of medicine in the ancient Mediterranean, beginning in Egypt and continuing through Greece and Rome. It ends in the Middle Ages. Greco-Roman medicine will be our focus. How was disease understood by practitioners and, as far as can be reconstructed, by laypeople? What form did surgical, pharmacological, and dietetic treatment take? What were the intellectual origins of Greek medicine? The social status of medical practitioners? How was medicine written and in what terms did its practitioners conceive it? Same as L08 Classics 3801
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: IS EN: H

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 IQ: HUM, WI BU: HUM EN: H

L30 Phil 397 Undergraduate Independent Study
Credit variable, maximum 6 units.

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 IQ: HUM EN: H
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 IQ: HUM Art: HUM BU: HUM

L30 Phil 404 Mathematical Logic II
Gödel's Incompleteness Theorem: its proof, its consequences, its reverberations. Prerequisite: Phil 403 or a strong background in mathematics.
Credit 3 units. A&S IQ: HUM Art: HUM

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.

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 IQ: HUM Arch: HUM Art: HUM HUM: H

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. BU: HUM

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 critique different theoretical views. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

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 distantely 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 IQ: LCD SSC Arch: SSC Art: SSC EN: S

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.

L30 Phil 4141 Advanced Epistemology
An advanced survey of selected issues in contemporary epistemology. Careful attention will be given to one or more specific epistemological topics, such as skepticism, certainty, coherence, perception, induction, virtue epistemology, testimony, formal epistemology, the nature and value of understanding, or epistemic normativity. Prerequisite: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

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 irrealist. Prerequisites: one course in Philosophy at the 300 level, graduate standing, or permission of the instructor.
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

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 IQ: HUM Art: HUM EN: H
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 cognitiveism. 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 IQ: HUM Art: HUM

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 IQ: HUM Arch: HUM Art: HUM EN: H

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 IQ: HUM Art: HUM

L30 Phil 4221 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 IQ: HUM Art: HUM EN: H

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 IQ: HUM Art: HUM

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 IQ: HUM

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 IQ: HUM Arch: HUM Art: HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM EN: H

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 IQ: HUM Art: HUM EN: H

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 IQ: SSC EN: S

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 IQ: HUM Art: HUM EN: H

**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 IQ: HUM Art: HUM EN: H

**L30 Phil 4510 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

**L30 Phil 4520 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

**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 IQ: HUM, LCD Arch: HUM Art: HUM

**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 IQ: HUM Art: HUM

**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 IQ: HUM Art: HUM EN: H

**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 IQ: HUM Art: HUM EN: H

**L30 Phil 4640 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 IQ: HUM Art: HUM

**L30 Phil 4650 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, universalism 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 IQ: HUM Art: HUM

**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 IQ: HUM, SC, SD Arch: HUM Art: HUM EN: H

L30 Phil 497 Undergraduate Independent Study
Prerequisite: permission of the department.
Credit variable, maximum 6 units.

L30 Phil 499 Study for Honors
Credit 3 units.

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; they will also see new questions emerge and learn to pursue those as well. They will consider questions like the following: 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
Website: http://pnp.artsci.wustl.edu

Faculty

Director
Ron Mallon (http://philosophy.artsci.wustl.edu/people/ron-mallon)
Professor
PhD, Rutgers University
(Philosophy; Philosophy-Neuroscience-Psychology)

Core Faculty

Carl F. Craver (https://philosophy.wustl.edu/people/carl-f-craver)
Professor
PhD, University of Pittsburg
(Philosophy; Philosophy-Neuroscience-Psychology)

John Doris (https://philosophy.wustl.edu/people/john-doris)
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Brett D. Hyde (https://philosophy.wustl.edu/people/brett-hyde)
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Mark Rollins (http://philosophy.artsci.wustl.edu/people/mark-rollins)
Professor; Chair, Performing Arts Dept.; Dean, University College
PhD, Columbia University
(Philosophy; Philosophy-Neuroscience-Psychology)

Participating Faculty

Richard A. Abrams (http://psychweb.wustl.edu/people/richard-abrams)
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PhD, University of Michigan
(Psychological & Brain Sciences)

David A. Balota (http://psychweb.wustl.edu/people/david-balota)
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PhD, University of South Carolina
(Psychological & Brain Sciences)

Deanna M. Barch (http://psychweb.wustl.edu/people/deanna-barch)
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Desirée A. White (http://psychweb.wustl.edu/white)
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PhD, Washington University
(Psychological & Brain Sciences)

Jeffrey M. Zacks (http://psychweb.wustl.edu/zacks)
Professor
PhD, Stanford University
(Psychological & Brain Sciences)

Endowed Professors
John Baugh (https://anthropology.wustl.edu/people/john-g-baugh)
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 (https://anthropology.wustl.edu/people/pascal-boyer)
Henry Luce Professor of Collective and Individual Memory
PhD, University of Paris–Nanterre
(Anthropology; Religious Studies)

Maurizio Corbetta (https://wuphysicians.wustl.edu/for-patients/find-a-physician/maurizio-corbetta)
Norman J. Stupp Professor of Neurology
MD, University of Verona, Italy

Steven E. Petersen (http://dbbs.wustl.edu/faculty/Pages/faculty_bio.aspx?SID=1480)
James S. McDonnell Professor of Cognitive Neuroscience
PhD, California Institute of Technology
(Neurology; Neurological Surgery; Psychological & Brain Sciences)

Henry L. Roediger III (http://psychweb.wustl.edu/roediger)
James S. McDonnell Distinguished University Professor
PhD, Yale University
(Psychological & Brain Sciences; American Culture Studies)

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 to Cognitive Science and
- PNP 201 Inquiry in the Cognitive Sciences or
  - Psych 301 Experimental Psychology

or

Mind, Brain, Behavior Sequence (MBB)
- FYP 120A Ampersand: Introduction to Study of the Mind-Brain: Psychological, Biological, & Philosophical Perspectives
- FYP 122A AMP: Introduction to the Study of the Mind Brain II or PNP 200 Introduction to Cognitive Science

Core Philosophy Requirements
Prerequisites:

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Phil 100G</td>
<td>Logic and Critical Analysis</td>
<td>3</td>
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<tr>
<td>or Phil 102</td>
<td>Introduction to Scientific Reasoning</td>
<td></td>
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<tr>
<td>or Phil 120F</td>
<td>Problems in Philosophy</td>
<td></td>
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<tr>
<td>or Phil 125C</td>
<td>Great Philosophers</td>
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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:

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<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>Phil 3001</td>
<td>Philosophy of Medicine</td>
<td>3</td>
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<tr>
<td>PNP 301</td>
<td>Symbolic Logic</td>
<td>3</td>
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<tr>
<td>PNP 306</td>
<td>Philosophy of Language</td>
<td>3</td>
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<td>PNP 315</td>
<td>Philosophy of Mind</td>
<td>3</td>
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<td>PNP 316</td>
<td>Mind and Morals</td>
<td>3</td>
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<tr>
<td>PNP 321</td>
<td>Philosophy of Science</td>
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<td>Music 3221</td>
<td>Music Cognition</td>
<td>3</td>
</tr>
<tr>
<td>Phil 339F</td>
<td>Philosophy of the Arts</td>
<td>3</td>
</tr>
<tr>
<td>Phil 3481</td>
<td>Introduction to Metaphysics</td>
<td>3</td>
</tr>
<tr>
<td>Phil 349C</td>
<td>Descartes to Hume</td>
<td>3</td>
</tr>
<tr>
<td>PNP 3581</td>
<td>Conceptual Foundations of Modern Science</td>
<td>3</td>
</tr>
<tr>
<td>Phil 361</td>
<td>Philosophy of Emotions</td>
<td>3</td>
</tr>
<tr>
<td>Phil 366</td>
<td>Art and the Mind-Brain</td>
<td>3</td>
</tr>
<tr>
<td>Phil 390</td>
<td>Philosophical Writing (upon approval of subject matter, consult PNP office for each semester)</td>
<td>3</td>
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</tbody>
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Phil 403 Mathematical Logic I 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: Scientific Explanation 3
Phil 4212 Philosophy of Neuroscience 3
Phil 423 Philosophy of Biological Science 3
PNP 426 Theories of Concepts 3
PNP 432 Cognition and Computation 3
PNP 495 PNP Seminar 3
PNP 496 PNP Seminar: Rethinking Psychological Kinds 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 FYP 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:

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<th>Units</th>
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<td>PNP 3151</td>
<td>Introduction to Social Psychology</td>
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<td>PNP 3211</td>
<td>Developmental Psychology</td>
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<tr>
<td>Psych 326</td>
<td>Introduction to the Psychology of Aging</td>
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<td>PNP 3401</td>
<td>Biological Psychology</td>
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<td>PNP 3451</td>
<td>Genes, Environment, and Human Behavior</td>
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<td>Psychology of Creativity</td>
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<td>Psych 374</td>
<td>Drugs, Brain and Behavior</td>
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**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 the following:

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* Psych 3401 Biological Psychology can count toward the depth requirement, if taken as a prerequisite.

**Courses Required for the Language, Cognition and Culture (LCC) track**

**Prerequisites:**

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<td>Anthro 150A</td>
<td>Introduction to Human Evolution</td>
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Upper division: Two courses at the 300 or 400 level, chosen from those below:

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<th>Code</th>
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<td>PNP 306</td>
<td>Philosophy of Language</td>
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<td>PNP 309</td>
<td>Syntactic Analysis</td>
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<td>PNP 311</td>
<td>Introduction to Semantics</td>
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<td>Ling 312</td>
<td>Phonetics</td>
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<td>PNP 313</td>
<td>Phonological Analysis</td>
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<td>PNP 3171</td>
<td>Introduction to Computational Linguistics</td>
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<td>Historical and Comparative Linguistics</td>
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<td>Language, Culture and Society</td>
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<td>PNP 3662</td>
<td>Primate Biology</td>
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<td>Introduction to Hispanic Linguistics</td>
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<td>Linguistics Seminar: Pragmatics in Second Language Learning</td>
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<td>Primate Ecology and Social Structure</td>
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<td>PNP 408</td>
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<td>Language and Gender</td>
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<td>Culture, Language and the Education of Black Students</td>
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<td>Grammar and Vocabulary Acquisition</td>
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<tr>
<td>Span 469</td>
<td>Reading and Writing in a Second Language</td>
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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.

Three units of FYP 3001 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

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<td>Philosophy of Language</td>
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<td>Phil 3481</td>
<td>Introduction to Metaphysics</td>
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<td>Phil 349C</td>
<td>Descartes to Hume</td>
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<td>Phil 366</td>
<td>Art and the Mind-Brain</td>
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Psychology

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</table>
Units from a capstone experience can count toward the depth requirement in either the CN or LCC track.

**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 FYP 120A and MBB 122), followed by the below courses:

- 3 units of Philosophy:
  - PNP 315 Philosophy of Mind
  - Phil 315
  - PNP 306 Philosophy of Language
  - Phil 306G

- 3 units of Neuroscience:
  - PNP 3411 Principles of the Nervous System
  - Biol 3411
  - Psych 3604 Cognitive Neuroscience

- 3 units of Psychology:
  - PNP 360 Cognitive Psychology
  - Psych 360
  - 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.

**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 to 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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S
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 techniques 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, Bio 296A, MBB 120 or Ling 170D.
Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

L64 PNP 301 Symbolic Logic
During the first half of the course, we will be studying 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. During the second half of the course, we will go on to study three different styles of proof-system: tableaux, axiomatic, and natural deduction. This course continues on where Phil 100 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 L64 MBB 300
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

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 IQ: HUM Arch: HUM Art: HUM BU: HUM

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. Syntactic analysis 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 IQ: SSC BU: HUM EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

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 IQ: SSC BU: HUM EN: S

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

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...
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 IQ: HUM Art: HUM BU: ETH EN: H

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, Quecha and Mayan) are emphasized. Prerequisite: Ling 170D.
Same as L44 Ling 320
Credit 3 units. A&S IQ: LCD, SSC Art: SSC Art: SSC EN: S

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 321
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 IQ: NSM Arch: NSM Art: NSM BU: BA, SCI

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 IQ: NSM Arch: NSM Art: NSM BU: BA, SCI

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 IQ: NSM Arch: NSM Art: NSM BU: BA, SCI

L64 PNP 3411 Principles of the Nervous System
This course will provide a broad introduction to neuroscience, starting at the level of cellular and molecular neuroscience and ultimately ending at systems and theoretical neuroscience, with emphasis on the organization of the mammalian central nervous system. Topics will include neuronal structure, the action potential, information transmission between neurons, sensory/motor systems, emotion, memory, disease, drugs, behavior, and network dynamics. A fundamental goal of this course is to provide students with the ability to approach complex problems using the scientific method and to understand the limits of knowledge. This course will also expose students to some of the neuroscience community at Washington University. Prerequisites: Biol 2960, Biol 2970 (recommended) and Biol 3058 (recommended) or Psych 3401 and permission of instructor.
Same as L41 Biol 3411
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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 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-
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 IQ: SSC Arch: SSC Art: SSC BU: SCI EN: S

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 IQ: NSM Art: NSM BU: SCI EN: BME T, SU, TU

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 IQ: NSM Art: NSM BU: SCI EN: BME T, TU

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 17th and early 18th centuries, the course concentrates on primary works from that period. Among the concepts to be studied are the following: (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 IQ: HUM BU: HUM EN: H

L64 PNP 360 Cognitive Psychology
Introduction to the study of thought processing from an information-processing approach. Emphasis will be placed on theoretical models that are 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 IQ: NSM Art: NSM BU: BA

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 IQ: NSM Art: NSM BU: SCI

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 IQ: LCD, NSM, SD Arch: NSM Art: NSM BU: BA

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. However, 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 the following: What is art? How do pictures represent? Does art express emotion? Why does art have a history? 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 366
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM
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 IQ: SSC Art: SSC BU: BA

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 IQ: NSM Art: NSM BU: SCI

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 IQ: LCD BU: HUM EN: H

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 IQ: NSM Art: NSM BU: BA

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 IQ: SSC BU: HUM EN: S

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 IQ: SSC EN: S

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 was 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 IQ: NSM BU: SCI

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 Gentry. Biol 3411 may be taken concurrently. Same as L41 Biol 404
Credit 4 units. A&S IQ: NSM, WI Art: NSM
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 IQ: HUM Art: HUM

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 IQ: NSM Art: NSM

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 IQ: HUM Art: HUM EN: H

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 IQ: SSC Arch: SSC Art: SSC EN: S

L64 PNP 4141 Advanced Epistemology
An advanced survey of selected issues in contemporary epistemology. Careful attention will be given to one or more specific epistemological topics, such as skepticism, certainty, coherence, perception, induction, virtue epistemology, testimony, formal epistemology, the nature and value of understanding, or epistemic normality. 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 IQ: HUM Art: HUM EN: H

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 IQ: HUM Art: HUM EN: H

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 IQ: HUM EN: H

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 IQ: HUM Art: HUM

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 IQ: NSM Art: NSM BU: BA

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 IQ: NSM Art: NSM

L64 PNP 4210 Topics in Advanced Philosophy of Science: Scientific Explanation
This course will vary 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 IQ: HUM Arch: HUM Art: HUM EN: H
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 IQ: HUM Art: HUM

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 IQ: SSC EN: S

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 IQ: LCD, SSC Art: SSC EN: S

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 IQ: SSC EN: S

L64 PNP 4450 Functional Neuroimaging Methods
In this class, students will learn neuroimaging methods in the context of accurate, reproducible, and open science. There is no substitute for personally wrestling with data, so this is a hands-on course. Students will need to bring a laptop on which to install MATLAB and conduct analyses. Some background in neuroimaging or programming is helpful but not required. Topics covered include experimental design, accounting for artifacts, single-subject models, and group models. By the end, students will have used a computer script to analyze an fMRI dataset and have a good understanding of preprocessing and statistical analyses in fMRI. Limited to 20 students. Prerequisites: Psych 100B and either Psych 3604, Psych 4413, or graduate standing.
Same as L33 Psych 4450
Credit 3 units. A&S IQ: SSC Art: SSC EN: S

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 IQ: NSM

L64 PNP 4466 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 IQ: HUM EN: H

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 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 L38 Span 467
Credit 3 units. A&S IQ: LCD BU: BA EN: H
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 IQ: SSC EN: S

L64 PNP 494 Behavioral Psychology Readings Group
This weekly journal-style readings class provides the opportunity for students 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 will be examined. Prerequisite: Psych 100B and one of the following: Psych 361, Psych 360, or a Philosophy course. Same as L33 Psych 494
Credit 1 unit. A&S IQ: SSC EN: S

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 IQ: SSC Arch: SSC Art: SSC EN: S

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 IQ: SSC WI EN: S

L64 PNP 496 PNP Seminar: Rethinking Psychological Kinds
Subject varies each semester. Prerequisite: a 300-level Philosophy course (Phil/PNP 315 is recommended); and PNP Major standing or approval of instructor.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L64 PNP 499 Study for Honors
Prerequisites: Visit the PNP Honors webpage (http://pnl קיבל את הപלייכס wustl.edu/undergraduate/honors/prerequisites).
Credit 3 units. EN: S

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: Kathy Lasater
Phone: 314-935-3477
Email: kcl@wustl.edu
Website: 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

L28 P.E. 157 Okinawan Karate-do
Okinawan Karate-do is an effective form of self-defense for people of all ages and body types. Practiced as a traditional martial art, Okinawan Karate-do is an ethical discipline fostering physical fitness, holistic health, and personal development. Course fee: $30; beginners welcome!
Credit 1 unit.

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 will also be available. Credit 1 unit.

L28 P.E. 214 Topics in Physical Education: Advanced Weight Training
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.
L28 P.E. 215 Weight Training
Beginning weight training. Major emphasis on strength development.
Credit 1 unit.

L28 P.E. 216 Soccer
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.

L28 P.E. 220 Topics in Physical Education: Varsity Sports
Prerequisite: permission of the department.
Credit 1 unit.

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, plyometric training, flexibility and stretching, and aerobic and anaerobic training.
Credit 1 unit.

L28 P.E. 234 Topics in Physical Education: Lifeguard Training
This course provides the 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.

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 are required to attend an orientation session. Step Plus is primarily designed around step aerobics, with occasional workouts using other fitness techniques such as box aerobics and interval training. Combo Training involves the combination of many fitness techniques, such as step aerobics, box aerobics, and low-impact aerobics. Prerequisite: P.E. 208.
Credit 1 unit.

L28 P.E. 239 Topics in Physical Education: Beginning Tennis
Nine-week course.
Credit 1 unit.

L28 P.E. 240 Topics in Physical Education: Intermediate Tennis
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.

L28 P.E. 243 Topics in Physical Education: Intermediate Tennis
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.

L28 P.E. 248 Topics in Physical Education: Individual Physical Education
Individual physical education. Prerequisite: medical referral needed.
Credit 1 unit.

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.

L28 P.E. 258 Indoor Cycling
Indoor cycling is a high-energy cardiovascular workout performed on stationary bikes. All levels welcome; the workout can be tailored to the student's personal fitness goals and needs. A water bottle and towel are required. There will be a $45.00 fee for a heart-rate monitor for this class.
Credit 1 unit.

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 the study and practice of first-aid care and the prevention of injuries.
Credit 3 units.

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 intending 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; 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**: The Physics 191–Physics 192 and Physics 191L–Physics 192L sequence is a calculus-based introduction to physics intended for adequately prepared students interested in majoring in science or engineering or undertaking pre-medical studies. Physics 191 fulfills the requirements for the Sam Fox School. The sequence uses 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 also offers several other courses of general interest to the nonscience student. In most cases, these courses have no prerequisites.

**Website**: [http://physics.wustl.edu](http://physics.wustl.edu)

**Faculty**

**Chair**

Mark Alford (https://physics.wustl.edu/people/mark-g-alford)

Professor

PhD, Harvard University

Nuclear/particle physics

**Endowed Professors**

Ramanath Cowsik (https://physics.wustl.edu/people/ramanath-cowsik)

James S. McDonnell Professor of Space Sciences

PhD, University of Bombay

Astrophysics and space sciences

Kenneth F. Kelton (https://physics.wustl.edu/people/kenneth-f-kelton)

Arthur Holly Compton Professor of Physics

PhD, Harvard University

Condensed matter and materials physics

**Professors**

James H. Buckley (https://physics.wustl.edu/people/james-h-buckley)

PhD, University of Chicago

Experimental high-energy astrophysics

Anders E. Carlsson (https://physics.wustl.edu/people/anders-e-carlsson)

PhD, Harvard University

Biophysics

Willem H. Dickhoff (https://physics.wustl.edu/people/willem-h-dickhoff)

PhD, Free University, Amsterdam

Many-body theory

Martin H. Israel (https://physics.wustl.edu/people/martin-h-israel)

PhD, California Institute of Technology

Experimental cosmic-ray physics

Jonathan I. Katz (https://physics.wustl.edu/people/jonathan-i-katz)

PhD, Cornell University

Theoretical astrophysics

Henric Krawczynski (https://physics.wustl.edu/people/henric-krawczynski)

PhD, University of Hamburg

Experimental high-energy astrophysics

Zohar Nussinov (https://physics.wustl.edu/people/zohar-nussinov)

PhD, University of California, Los Angeles

Theoretical condensed matter physics

Michael C. Ogilvie (https://physics.wustl.edu/people/michael-c-ogilvie)

PhD, Brown University

Theoretical particle physics

Ralf Wessel (https://physics.wustl.edu/people/ralf-wessel)

PhD, University of Cambridge

Biophysics

**Joint Professors**


PhD, University of Toronto

(Mechanical Engineering)

Lee G. Sobotka (https://physics.wustl.edu/people/lee-sobotka)

PhD, University of California, Berkeley

(Chemistry)

Experimental nuclear physics

**Associate Professors**

Francesc Ferrer (https://physics.wustl.edu/people/francesc-ferrer)

PhD, Universitat Autònoma de Barcelona

Theoretical astro-particle physics & cosmology

Kater Murch (https://physics.wustl.edu/people/kater-murch)

PhD, University of California, Berkeley

Quantum information and materials

Alexander Seidel (https://physics.wustl.edu/people/alexander-seidel)

PhD, Massachusetts Institute of Technology

Theoretical condensed matter physics
Li Yang (https://physics.wustl.edu/people/li-yang)
PhD, Georgia Institute of Technology
Condensed matter and materials science

**Assistant Professors**

**Bhupal Dev** (https://physics.wustl.edu/people/bhupal-dev)
PhD, University of Maryland, College Park
Theoretical astro-particle physics & cosmology

**Erik Henriksen** (https://physics.wustl.edu/people/erik-henriksen)
PhD, Columbia University
Condensed matter and materials science

**Shankar Mukherji** (https://physics.wustl.edu/people/shankar-mukherji)
PhD, Massachusetts Institute of Technology/Harvard Medical School
Systems cell biology

**Ryan Ogliore** (https://physics.wustl.edu/people/ryan-ogliore)
PhD, California Institute of Technology
Cosmochemistry, planetary science

**Saori Pastore**
PhD, Old Dominion University
Theoretical nuclear physics

**Maria Piarulli**
PhD, Old Dominion University
Theoretical nuclear physics

**Mikhail Tikhonov** (https://physics.wustl.edu/people/mikhail-tikhonov)
PhD, Princeton University
Microbiome, microbial ecology and evolution

**Lecturer**

**Mairin Hynes** (https://physics.wustl.edu/people/kathryn-mairin-hynes)
PhD, Washington University

**Research Professors**

**Sachiko Amari** (https://physics.wustl.edu/people/sachiko-amari)
PhD, Kobe University

**Robert Binns** (https://physics.wustl.edu/people/w-robert-binns)
PhD, Colorado State University

**Alexander Meshik** (https://physics.wustl.edu/people/alex-meshik)
PhD, Vernadsky Institute of Cosmochemistry

**Michael Nowak**
PhD, Stanford University

**Research Associate Professor**

**Olga Pravdivtseva** (https://physics.wustl.edu/people/olga-pravdivtseva)
PhD, Vernadsky Institute, Russian Academy of Sciences

**Research Assistant Professors**

**Nan Lui** (https://physics.wustl.edu/people/nan-liu)
PhD, University of Chicago

**Brian Rauch** (https://physics.wustl.edu/people/brian-rauch)
PhD, Washington University

**Professors Emeriti**

**Carl M. Bender** (https://physics.wustl.edu/people/carl-bender)
Wilfred R. and Ann Lee Konneker Professor of Physics
PhD, Harvard University

**Claude W. Bernard** (https://physics.wustl.edu/people/claude-bernard-0)
PhD, Harvard University

**Thomas Bernatowicz** (https://physics.wustl.edu/people/thomas-j-bernatowicz)
PhD, Washington University

**John W. Clark** (https://physics.wustl.edu/people/john-w-clark)
Wayman Crow Professor of Physics
PhD, Washington University

**Mark S. Conradi** (https://physics.wustl.edu/people/mark-s-conradi)
PhD, Washington University

**Peter A. Fedders** (https://physics.wustl.edu/people/peter-fedders)
PhD, Harvard University

**Michael W. Friedlander** (https://physics.wustl.edu/people/michael-w-friedlander)
PhD, University of Bristol

**Patrick C. Gibbons** (https://physics.wustl.edu/people/patrick-c-gibbons)
PhD, Harvard University

**Charles M. Hohenberg** (https://physics.wustl.edu/people/charles-m-hohenberg)
PhD, University of California, Berkeley

**Kazimierz Luszczynski** (https://physics.wustl.edu/people/kazimierz-luszczynski)
PhD, University of London

**James G. Miller** (https://physics.wustl.edu/people/james-g-miller)
Albert Gordon Hill Professor of Physics
PhD, Washington University

**Peter R. Phillips** (https://physics.wustl.edu/people/peter-r-philips)
PhD, Stanford University

**John H. Scandrett** (https://physics.wustl.edu/people/john-h-scandrett)
PhD, University of Wisconsin-Madison
James S. Schilling (https://physics.wustl.edu/people/james-s-schilling)
PhD, University of Wisconsin-Madison

Stuart A. Solin (https://physics.wustl.edu/people/stuart-solin-0)
Charles M. Hohenberg Professor of Experimental Physics
PhD, Purdue University

Wai-Mo Suen (https://physics.wustl.edu/people/wai-mo-suen-0)
PhD, California Institute of Technology

Clifford Will (https://physics.wustl.edu/people/clifford-m-will)
PhD, California Institute of Technology

Majors

The Major in Physics

Total units required: 42

Required courses: Majors in physics are required to complete the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 191</td>
<td>Physics I</td>
<td>3</td>
</tr>
<tr>
<td>Physics 191L</td>
<td>Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Physics 192</td>
<td>Physics II</td>
<td>3</td>
</tr>
<tr>
<td>Physics 192L</td>
<td>Physics II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Physics 322</td>
<td>Physical Measurement Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Physics 411</td>
<td>Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>Physics 421</td>
<td>Electricity and Magnetism</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units: 17

Physics 201 and 204 are also recommended for physics majors.

One quantum physics course. Choose from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 217</td>
<td>Introduction to Quantum Physics</td>
<td>3</td>
</tr>
<tr>
<td>Physics 318</td>
<td>Introduction to Quantum Physics II</td>
<td>3</td>
</tr>
<tr>
<td>Physics 471</td>
<td>Quantum Mechanics</td>
<td>3</td>
</tr>
</tbody>
</table>

Note that Physics 217 does not fulfill the requirement of an upper-level course.

One additional upper-level laboratory course. Choose from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 316</td>
<td>Optics and Wave Physics Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Physics 321</td>
<td>Electronics Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Physics 360</td>
<td>Biophysics Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Physics 435</td>
<td>Nuclear and Radiochemistry Lab</td>
<td>3</td>
</tr>
</tbody>
</table>

Upper-Level Courses. Majors are required to complete a minimum of 21 units of advanced courses (300-level or higher), excluding Physics 341, Physics 342, Physics 441, Physics 442, Physics 499 and Physics 500. These 21 units include courses listed above.

Math courses required for the physics major:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 131</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>Math 132</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>Math 233</td>
<td>Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>Math 217</td>
<td>Differential Equations (We recommend that Math 217 precede Physics 411)</td>
<td>3</td>
</tr>
</tbody>
</table>

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.


<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem 105</td>
<td>Introductory General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>Chem 106</td>
<td>Introductory General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>Chem 111A</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>Chem 112A</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>Chem 151</td>
<td>General Chemistry Laboratory I</td>
<td>2</td>
</tr>
<tr>
<td>Chem 152</td>
<td>General Chemistry Laboratory II</td>
<td>2</td>
</tr>
<tr>
<td>Chem 401</td>
<td>Physical Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>Chem 402</td>
<td>Physical Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>Chem 445</td>
<td>Instrumental Methods: Physical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CSE 131</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CSE 132</td>
<td>Introduction to Computer Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CSE 247</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
</tbody>
</table>

Biophysics Track

Physics majors may concentrate in the subfield of biophysics by taking the following (as part of their distribution requirement):

Physics requirement:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 463</td>
<td>Statistical Mechanics and Thermodynamics</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following:
### Physics Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 450</td>
<td>Physics of the Brain</td>
<td>3</td>
</tr>
<tr>
<td>Physics 455</td>
<td>Physics of Vision</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 454</td>
<td>Physics of Living Systems</td>
<td>3</td>
</tr>
<tr>
<td>Physics 509</td>
<td>Nonlinear Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>Physics 563</td>
<td>Topics in Theoretical Biophysics</td>
<td>3</td>
</tr>
</tbody>
</table>

### Biology Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 2960</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>Biol 2970</td>
<td>Principles of Biology II</td>
<td>4</td>
</tr>
</tbody>
</table>

**Note:** Students wanting to have the biophysics track displayed on their transcript must send an email to the director of undergraduate studies (dus@physics.wustl.edu) at least one semester before their graduation date.

### The Major in Astrophysics

Total units required: 47

**Required courses:** Majors in astrophysics are required to complete the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 191</td>
<td>Physics I</td>
<td>3</td>
</tr>
<tr>
<td>Physics 191L</td>
<td>Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Physics 192</td>
<td>Physics II</td>
<td>3</td>
</tr>
<tr>
<td>Physics 192L</td>
<td>Physics II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Physics 312</td>
<td>Introduction to Astrophysics</td>
<td>3</td>
</tr>
<tr>
<td>Physics 322</td>
<td>Physical Measurement Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Physics 411</td>
<td>Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>Physics 421</td>
<td>Electricity and Magnetism</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units: 20

Physics 201 and 204 are recommended for physics majors.

#### One quantum physics course

Choose from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 217</td>
<td>Introduction to Quantum Physics</td>
<td>3</td>
</tr>
<tr>
<td>Physics 318</td>
<td>Introduction to Quantum Physics II</td>
<td>3</td>
</tr>
<tr>
<td>Physics 471</td>
<td>Quantum Mechanics</td>
<td>3</td>
</tr>
</tbody>
</table>

#### One additional laboratory course

Choose from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 316</td>
<td>Optics and Wave Physics Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Physics 321</td>
<td>Electronics Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Physics 435</td>
<td>Nuclear and Radiochemistry Lab</td>
<td>3</td>
</tr>
</tbody>
</table>

### Required advanced courses

In addition to the above requirements, students who are earning the astrophysics major are required to complete three advanced electives from the following list:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 446</td>
<td>Galactic Astrophysics</td>
<td>3</td>
</tr>
<tr>
<td>Physics 456</td>
<td>Stellar Astrophysics</td>
<td>3</td>
</tr>
<tr>
<td>Physics 460</td>
<td>X-Ray &amp; Gamma-Ray Astrophysics</td>
<td>3</td>
</tr>
<tr>
<td>Physics 478</td>
<td>From Black Holes to the Big Bang</td>
<td>3</td>
</tr>
</tbody>
</table>

They must also complete one additional course from the preceding list of four courses or one from the following list of courses (3 units):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 422</td>
<td>Electricity and Magnetism II</td>
<td>3</td>
</tr>
<tr>
<td>Physics 474</td>
<td>Introduction to Particle Physics</td>
<td>3</td>
</tr>
<tr>
<td>Physics 477</td>
<td>Physics of Finite and Infinite Nuclear Systems</td>
<td>3</td>
</tr>
<tr>
<td>Physics 547</td>
<td>Intro to Elementary Particle Physics</td>
<td>3</td>
</tr>
<tr>
<td>Physics 558</td>
<td>Relativistic Astrophysics</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 352</td>
<td>Earth Materials</td>
<td>5</td>
</tr>
<tr>
<td>EPSc 353</td>
<td>Earth Forces</td>
<td>4</td>
</tr>
<tr>
<td>EPSc 407</td>
<td>Remote Sensing</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 3410</td>
<td>Fluid Mechanics</td>
<td>3</td>
</tr>
</tbody>
</table>

### Math Courses Required for the Astrophysics Major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 131</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>Math 132</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>Math 233</td>
<td>Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>Math 217</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units: 12

### Science-breadth Requirement

Majors must select one of the following courses to satisfy the science-breadth requirement:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem 105</td>
<td>Introductory General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>Chem 106</td>
<td>Introductory General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>Chem 111A</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>Chem 112A</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>Chem 151</td>
<td>General Chemistry Laboratory I</td>
<td>2</td>
</tr>
<tr>
<td>Chem 152</td>
<td>General Chemistry Laboratory II</td>
<td>2</td>
</tr>
<tr>
<td>Chem 401</td>
<td>Physical Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>Chem 402</td>
<td>Physical Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>Chem 445</td>
<td>Instrumental Methods: Physical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 201</td>
<td>Earth and the Environment</td>
<td>4</td>
</tr>
</tbody>
</table>
Additional Information

Senior Honors: Students are encouraged to work toward Latin Honors (i.e., cum laude, magna cum laude, and 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 of their senior year. The application should include a description of the proposed project that has been 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 grade-point average cutoffs as Latin Honors (p. 909) but are calculated exclusively from the grades in physics courses (i.e., 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; these distinctions are limited to the top 15 percent (highest distinction) and the top 15 to 50 percent (high distinction) of the physics majors in their senior year as ranked by their GPA in the physics courses. Students who meet the GPA cutoff but who do not undertake undergraduate research and a senior thesis may only receive the third level of distinction.

Minors

The Minor in Physics

Units required: 17

Required courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 191</td>
<td>Physics I</td>
<td>3</td>
</tr>
<tr>
<td>Physics 191L</td>
<td>Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Physics 192</td>
<td>Physics II</td>
<td>3</td>
</tr>
<tr>
<td>Physics 192L</td>
<td>Physics II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Physics 217</td>
<td>Introduction to Quantum Physics</td>
<td>3</td>
</tr>
<tr>
<td>Physics 318</td>
<td>Introduction to Quantum Physics II</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

The Minor in Astrophysics and Astroparticle Physics

Units required: 20

Required courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 191</td>
<td>Physics I</td>
<td>3</td>
</tr>
<tr>
<td>Physics 191L</td>
<td>Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Physics 192</td>
<td>Physics II</td>
<td>3</td>
</tr>
<tr>
<td>Physics 192L</td>
<td>Physics II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Physics 217</td>
<td>Introduction to Quantum Physics</td>
<td>3</td>
</tr>
<tr>
<td>Physics 312</td>
<td>Introduction to Astrophysics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units = 14

Two of the following six courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 318</td>
<td>Introduction to Quantum Physics II</td>
<td>3</td>
</tr>
<tr>
<td>Physics 456</td>
<td>Stellar Astrophysics</td>
<td>3</td>
</tr>
<tr>
<td>Physics 460</td>
<td>X-Ray &amp; Gamma-Ray Astrophysics</td>
<td>3</td>
</tr>
<tr>
<td>Physics 474</td>
<td>Introduction to Particle Physics</td>
<td>3</td>
</tr>
<tr>
<td>Physics 476</td>
<td>Astrophysics</td>
<td>3</td>
</tr>
<tr>
<td>Physics 478</td>
<td>From Black Holes to the Big Bang</td>
<td>3</td>
</tr>
</tbody>
</table>

The Minor in Biomedical Physics

Units required: 17

Required courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 191</td>
<td>Physics I</td>
<td>3</td>
</tr>
<tr>
<td>Physics 191L</td>
<td>Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Physics 192</td>
<td>Physics II</td>
<td>3</td>
</tr>
<tr>
<td>Physics 192L</td>
<td>Physics II Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Units = 8

Elective courses:

Two of the following three courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 350</td>
<td>Physics of the Brain</td>
<td>3</td>
</tr>
<tr>
<td>Physics 354</td>
<td>Physics of Living Systems</td>
<td>3</td>
</tr>
<tr>
<td>Physics 355</td>
<td>Physics of Vision</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following four laboratory courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 316</td>
<td>Optics and Wave Physics Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Physics 321</td>
<td>Electronics Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Physics 322</td>
<td>Physical Measurement Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Physics 360</td>
<td>Biophysics Laboratory</td>
<td>3</td>
</tr>
</tbody>
</table>
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 will also satisfy these requirements.

Courses


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 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 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 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: FYS

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 IQ: NSM, AN Art: NSM BU: SCI

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 IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

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 IQ: NSM Art: NSM BU: SCI

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 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 IQ: NSM Art: NSM BU: SCI

L31 Physics 171A Physics and Society
Introduction to physics as it applies to the world we have built for ourselves. Energy as a unifying principle of physics and society's use of energy. Atoms, heat, and power. Essentials of conventional and alternative forms of energy. Nuclear energy, including radiation, waste, and weapons. Global climate change.
Credit 3 units. A&S IQ: NSM, AN Art: NSM BU: SCI

L31 Physics 191 Physics I
A calculus-based introduction to the concepts, laws, and structure of physics. 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. There are two required evening exams followed by a required final exam. Prerequisite/ corequisite: Math 131; previous or concurrent enrollment in Math 132 is also strongly recommended. A combination of Physics 191 and 191L is a replacement for Physics 197. Students may not receive credit for more than one of the following: Physics 117A, 197, and 191.
Credit 3 units. A&S IQ: NSM, AN BU: SCI

L31 Physics 191 Physics I — First-Years Only
This section of Physics 191 is for rising first-years only. Any non-first-year student enrolled in this section will be removed from the course; these students should enroll in Physics 191U. A calculus-based introduction to the concepts, laws, and structure of physics. 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. There are two required evening exams followed by a required final exam. Prerequisite/ corequisite: Math 131; previous or concurrent enrollment in Math 132 is also strongly recommended. A combination of Physics 191 and 191L is a replacement for Physics 197. Students may not receive credit for more than one of the following: Physics 117A, 197, and 191.
Credit 3 units. A&S IQ: NSM, AN BU: SCI

L31 Physics 191L Physics I Laboratory
Laboratory experience is an integral component of introductory physics. It is designed to provide a hands-on opportunity to explore concepts introduced in the lecture course and to develop careful measurement and documentation skills. Prerequisite/ corequisite: Physics 191. Students may not receive credit for Physics 191L if they have already received credit for Physics 117A or 197.
Credit 1 unit.

L31 Physics 191U Physics I — Sophomores, Juniors, and Seniors Only
This section of Physics 191 is for rising sophomore, juniors, and seniors only. Any first-year student enrolled in this section will be removed from the course; first-year students should enroll in Physics 191F. A calculus-based introduction to the concepts, laws, and structure of physics. 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. There are two required evening exams followed by a required final exam. Prerequisite/corequisite: Math 131; previous or concurrent enrollment in Math 132 is also strongly recommended. A combination of Physics 191 and 191L is a replacement for Physics 197. Students may not receive credit for more than one of the following: Physics 117A, 197, and 191.
Credit 3 units. A&S IQ: NSM, AN BU: SCI

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 IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

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 IQ: NSM, AN Arch: NSM Art: NSM BU: SCI

L31 Physics 201 Honors Problem Solving I
This is a problem solving course for students considering a physics- or mathematics-heavy major. The problems we will focus on will be more difficult and sophisticated than those encountered in Physics 197. However, the content will be tightly linked to the weekly schedule of Physics 197, and the course will be taught by a Physics 197 instructor. This course is for incoming first-year students and rising sophomores. Prerequisites: concurrent enrollment in Physics 197 or AP physics and permission of the instructor.
Credit 1 unit.

L31 Physics 204 Honors Problem Solving II
This is a problem solving course for students considering a physics or mathematics-heavy major. The problems we will focus on will be more difficult and sophisticated than those encountered in Physics 198. However, the content will be tightly linked to the weekly schedule of Physics 198, and the course will be taught by a 198 instructor. This course is for incoming first-year students and rising sophomores. Prerequisites: Concurrent enrollment in Physics 198, AP physics, and permission of the instructor.
Credit 1 unit.

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 IQ: NSM Arch: NSM Art: NSM BU: SCI

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 Schrödinger equation; atomic and molecular structure. Prerequisites: Physics 117A and 118A or Physics 197 and 198.

Credit 3 units. A&S IQ: NSM, AN Art: NSM BU: SCI

L31 Physics 241 Selected 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 IQ: NSM Art: NSM BU: SCI

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 IQ: NSM Art: NSM BU: IS

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 IQ: NSM Art: NSM BU: SCI

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, 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 IQ: NSM Art: NSM BU: SCI

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 IQ: NSM Arch: NSM Art: NSM BU: SCI

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 IQ: NSM, AN Art: NSM BU: NSM BU: SCI

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 IQ: NSM, AN, WI Arch: NSM Art: NSM BU: SCI EN: BME T, DU, SU, TU

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 IQ: NSM, AN, WI Arch: NSM Art: NSM BU: SCI EN: TU

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 IQ: NSM Art: NSM BU: SCI

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 IQ: NSM Art: NSM BU: SCI

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 IQ: NSM, AN

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 IQ: NSM Art: NSM BU: SCI EN: BME T, SU, TU

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. Art: NSM BU: SCI EN: BME T, TU

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 IQ: NSM, AN

L31 Physics 354 Physics of Living Systems
One of the grand challenges in contemporary biophysics is placing our understanding of cellular systems on a firm quantitative footing. How does the collective activity of molecules enable the cell to sense its environment, make decisions, grow and develop? This course, aimed at physical and life science students, will serve as an introduction to the physical principles and mathematical techniques underlying the analysis of systems and synthetic biology. Topics will include modeling gene and signaling networks, the regulation of intracellular structures, and pattern formation in development. Students in this course can expect to learn both analytical and computer simulation approaches to fundamental problems in biology, biophysics, and biotechnology. Graduate students will explore the subject in more depth. Prerequisites: Physics 117A–118A or Physics 197–198 or Math 217 or Math 309, or permission of instructor. Credit 3 units. A&S IQ: NSM BU: SCI

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 IQ: NSM Art: NSM BU: SCI EN: BME T, SU, TU

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 IQ: NSM, AN Art: NSM

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 unworthy 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 IQ: NSM Arch: NSM BU: SCI

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 IQ: NSM Arch: NSM BU: SCI

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 IQ: NSM, AN Art: NSM BU: SCI EN: BME T, DU, SU, TU

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 IQ: NSM, AN Arch: NSM Art: NSM EN: BME T, DU, SU, TU

L31 Physics 427 Introduction to Computational Physics
What does it mean to solve a research problem using a computer? What is the difference between “someone ran a simulation” and an interesting research result? What skills are needed? Familiarity with a programming language is, of course, essential, but that is only the beginning. This course will focus on the methodology of computational research, touching also on topics in numerical analysis, statistics, and visualization. The format will combine lectures and hands-on experience with an emphasis on research-style small-group projects. Prerequisites: Physics 197/198, calculus, and familiarity with a programming language. Credit 3 units. A&S IQ: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM Art: NSM BU: SCI

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 IQ: NSM Art: NSM

L31 Physics 446 Galactic Astrophysics
In these lectures, the focus is on the mechanics and statistical mechanics of a collection of stars, which is 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, galaxy formation, and dark matter will constitute the final topics of discussion. Credit 3 units. A&S IQ: NSM BU: SCI

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 IQ: NSM BU: SCI EN: BME T, SU, TU

L31 Physics 454 Physics of Living Systems
Contents are the same as Physics 354. Graduate students will explore the subject in more depth. Prerequisites: Physics 117A–118A or Physics 197–198 or Math 217 or Math 309, or permission of instructor. Credit 3 units. A&S IQ: NSM

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 IQ: NSM Art: NSM

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.
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 IQ: NSM

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 IQ: NSM, AN Art: NSM

L31 Physics 471 Quantum Mechanics
Origins of quantum theory, wave packets and uncertainty relations, Schroedinger's equation in one dimension, step potentials and harmonic oscillators, eigenfunctions and eigenvalues, Schroedinger'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 IQ: NSM Art: NSM

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 IQ: NSM, AN Arch: NSM Art: NSM

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 IQ: NSM Art: NSM

L31 Physics 477 Physics of Finite and Infinite Nuclear Systems

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 IQ: NSM Art: NSM

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 IQ: NSM Art: NSM

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.
Credit variable, maximum 3 units. Art: NSM

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 long-standing 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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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 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], DAT 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 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 the 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 the student's transcript.

Senior Thesis: 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 grade-point average 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 do the following:

• 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 the Department of Political Science website (http://polisci.wustl.edu); Pol Sci 495 does not count toward this requirement.)
• Complete a subfield concentration (detailed in the 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 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 GPA 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 courses), 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 the total units must be at the 300 or 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.

For additional information about this major, send an email to Sarah Winkler (sarahwinkler@wustl.edu).

Minors

The Minor in Political Science

Units required: 15

Required courses: Students must complete 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


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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S 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 IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S 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 IQ: SSC Art: SSC BU: IS EN: S

L32 Pol Sci 1041 First-Year 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.

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 IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC BU: BA, HUM EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 IQ: HUM BU: BA EN: H

L32 Pol Sci 245A Fair Division in Theory and Practice
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.

L32 Pol Sci 245B 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 IQ: SSC BU: BA, ETH EN: S
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 150 INTER D 245A
Credit 3 units. A&S IQ: SSC BU: BA EN: TU

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

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 IQ: SSC EN: S

L32 Pol Sci 260 Game Theory in Science and Culture
Introduces the major intellectual insights of game theory in a non-technical 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 IQ: SSC EN: S

L32 Pol Sci 3010 Gender, Politics, and Policy in the United States
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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 IQ: SSC EN: S

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 IQ: SSC EN: S

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 IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

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 IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

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 IQ: SSC BU: BA EN: S

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 IQ: SSC BU: IS EN: S

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.

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 IQ: SSC BU: BA EN: S

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

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 IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

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 IQ: SSC Arch: SSC Art: SSC EN: S

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 IQ: SSC BU: ETH, IS EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 IS 150 INTER D 320. Credit 3 units. A&S IQ: HUM, SC, SD BU: BA, ETH EN: H

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 103B Transatlantic Relations.
Politics; Pol Sci 363 Quantitative Political Methodology (can be
taken concurrently). Credit 3 units. A&S IQ: SSC Arch; SSC Art; SSC BU: BA, IS

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 IQ: SSC Art; SSC BU: BA EN: S

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.

L32 Pol Sci 3255 Development of the American Constitution
The U.S. Constitution has been so long maintained because
it has adapted to new circumstances. Contrary to common
mythology, this adaptation goes far beyond formal amendment
and court interpretation. But past performance is no guarantee
of future results. The course examines the processes through
which American constitutional democracy has developed,
considers its successes and failures, and assesses some of its
most pressing challenges. In doing so the course treats topics
such as: the Electoral College; the justice system; executive
powers in war and peace; Congress versus the president;
regulation and taxation; civil rights and Reconstructions;
ampment politics; and constitutional rhetoric and beliefs.
Credit 3 units. A&S IQ: SSC BU: BA EN: S

L32 Pol Sci 326B Latin-American Politics
This course is an introduction to the politics in Latin America,
aiming at 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.
Credit 3 units. A&S IQ: LCD, SSC Arch; SSC Art: SSC BU: IS
EN: S

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
nonformal 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 IQ: SSC Art: SSC BU: IS

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 IQ: LCD, SSC Art: SSC BU: IS

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, HUM EN: H

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 3202/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 IQ: SSC, WI EN: S

770
L32 Pol Sci 331 Topics in Politics: Theories of Social 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 IQ: SSC Arch: SSC Art: SSC BU: ETH, HUM EN: S

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. BU: BA, ETH

L32 Pol Sci 332 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 IQ: SSC BU: BA EN: S

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. BU: BA

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

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

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 IQ: SSC BU: BA EN: S

L32 Pol Sci 333B Individual and Community
Same as L98 AMCS 301B
Credit 3 units. A&S IQ: SSC, SD BU: BA, ETH, IS EN: S

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 IQ: SSC Art: SSC BU: BA

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

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 IQ: SSC BU: BA EN: S

L32 Pol Sci 339 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 IQ: SSC BU: BA EN: S

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.
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.
Credit 3 units. A&S IQ: HUM Art: HUM BU: BA EN: H

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 IQ: SSC Art: SSC BU: ETH

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 IQ: SSC BU: BA EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 IQ: HUM BU: BA, HUM EN: H

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 IQ: SSC Arch: SSC Art: CPSC, SSC BU: BA EN: S

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; migrants’ rights and voting rights; and civil liberties after September 11. Recommended for the Liberal Arts and Business (LAB) Certificate. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, ETH, HUM

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 IQ: SSC Art: SSC BU: BA, ETH EN: S

L32 Pol Sci 3442 The Politics of Privacy in the Digital Age
This course explores the changing nature of privacy in contemporary society. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S UColl: PSA, PSC

L32 Pol Sci 3443 Political Institutions
Focuses on the design and operation of policy-making institutions in the United States. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 3451 Legal Conflicts in Modern American Society
This course explores the changing nature of privacy in contemporary society. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S UColl: PSA, PSC

L32 Pol Sci 3452 The Constitution in the Digital Age
This course explores the changing nature of privacy in contemporary society. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S UColl: PSA, PSC

L32 Pol Sci 3453 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.

Same as L98 AMCS 3507
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

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 IQ: SSC Arch: SSC Art: SSC BU: BA

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 IQ: SSC BU: BA EN: S

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 IQ: SSC EN: S

L32 Pol Sci 3561 Topics in Politics: Understanding Political Protest and 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 IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

L32 Pol Sci 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.
Same as L97 IAS 3575
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 IQ: SSC BU: BA EN: S

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 IQ: SSC BU: BA EN: S

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 IQ: SSC, AN Arch: SSC Art: SSC BU: BA EN: S

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 IQ: SSC, AN EN: S

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 Gorbechev; the East European Revolutions; and the end of the Cold War.
Same as L22 History 3680
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

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 distributive 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 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. 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 IQ: LCD, SSC Art: SSC BU: IS

L32 Pol Sci 3761 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 IQ: SSC Art: SSC BU: IS

L32 Pol Sci 3762 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 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 IQ: SSC, WI 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. 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 IQ: SSC, SD, WI Arch: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 389B 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 IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 391 History of Political Thought I: Justice, Virtue, and the Soul
This course offers a critical introduction to the main issues and debates in western political theory, including but not
limited to the topics of justice, legitimacy, equality, democracy, liberty, sovereignty, and the role of history in the political and social world. This course is designed to be the first 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. The first semester begins with ancient Greek political thought, and follows its development up to the early 16th century.
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S UColl: ML

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 Ampersand Program.
Credit 1 unit.

L32 Pol Sci 392 History of Political Thought II: Legitimacy, Equality, and the Social Contract
Government is often justified as legitimate on the grounds that it is based on the consent of the governed. In History of Political Thought II: Legitimacy, Equality, and the Social Contract, we examine the origins of this view, focusing our attention on canonical works in the social contract tradition, by Thomas Hobbes (1588-1679), Jean-Jacques Rousseau (1712-1778), David Hume (1711-1776), and Immanuel Kant (1724-1804). This course is the second in a three-semester sequence on the history of political thought. Students are encouraged but not required to take all three courses. Prerequisite: one previous course in political theory or political philosophy.
Credit 3 units. A&S IQ: SSC BU: BA EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L32 Pol Sci 398 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 variable, maximum 3 units. A&S IQ: SSC 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 IQ: SSC EN: S

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 IQ: SSC, WI EN: S

L32 Pol Sci 402 Topics in Political Thought
Credit 3 units. A&S IQ: SSC EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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.

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 IQ: SSC BU: ETH EN: S

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 IQ: SSC EN: S

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 IQ: SSC Arch: SSC Art: SSC EN: S

L32 Pol Sci 4050 Topics in Political Thought
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH

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 IQ: SSC BU: ETH EN: S

L32 Pol Sci 406 Topics in Political Thought
Credit 3 units. A&S IQ: SSC Art: SSC BU: HUM EN: S

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 IQ: LCD SSC Arch: SSC Art: SSC EN: S

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.

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.

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 IQ: SSC Art: SSC EN: S

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.

L32 Pol Sci 415 Senior Thesis Research
Intensive research. To be conducted under the supervision and guidance of a faculty sponsor of the thesis.
Credit 3 units.

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.

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
institutions 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 IQ: SSC EN: S

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 IQ: LCD, SSC Art: SSC BU: IS

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.

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

L32 Pol Sci 4262 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 IQ: SSC, SD Art: SSC EN: S

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 IQ: SSC, SD, WI EN: S

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

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 IQ: SSC Art: SSC BU: BA EN: S

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.

L32 Pol Sci 4331 Topics in Politics: The Two Dimensions of Electoral Politics
Credit 3 units. A&S IQ: SSC EN: S

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 IQ: LCD, SSC, SC, SD, WI Arch: SSC Art: SSC EN: S

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 IQ: HUM Art: HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L32 Pol Sci 4404 Religion, Politics, and the University
This course explores in depth current issues related to pluralism, difference, and belonging in matters pertaining to religion and other important issues, with a particular focus on how these play out in the university context. The instructors, John Inazu and Eboo Patel, are two of the leading national commentators on these issues. Prerequisite: Students enrolling in this class must submit a brief statement of interest (http://law.wustl.edu/COURSES/INAZU/seminar1/summaries) to Professor John Inazu.
Same as L57 RePol 440
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 aspirative 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 IQ: LCD, SSC BU: BA: EN: S

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.

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 IQ: SSC EN: S

L32 Pol Sci 4511 American Political Parties: 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.

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 IQ: SSC, WI Art: SSC BU: BA

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.

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 IQ: SSC Arch: SSC Art: SSC BU: SSC EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: SSC EN: S

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 IQ: SSC Art: SSC

L32 Pol Sci 4625 Topics in Politics
Credit 3 units. A&S IQ: SSC Art: SSC EN: S

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 IQ: HUM, LCD EN: H

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 IQ: LCD, SSC BU: IS EN: S

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 IQ: LCD, SSC BU: IS EN: S

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 IQ: SSC Art: SSC BU: IS

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. EN: S

L32 Pol Sci 480 Topics in International Politics: Growth and Development
Credit 3 units. A&S IQ: SSC Art: SSC EN: S

L32 Pol Sci 486 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.

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 IQ: SSC, WI EN: S

L32 Pol Sci 491 Collection and Analysis of Qualitative Data
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 IQ: SSC Arch: SSC Art: SSC EN: S

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 IQ: SSC EN: S

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 reconstruct 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 IQ: HUM EN: H

L32 Pol Sci 5442 Political Psychology
Political psychology is a rapidly growing field of research located at the intersection of psychology and political science. Broadly, political psychology helps us understand how individuals think and feel about politics and how these psychological factors shape political behavior. This course is designed to examine the major areas of research on how psychological factors explain important political phenomena, such as political, vote choice, polarization, partisanship, media consumption, political knowledge, political communication, and policy preferences. This course will draw heavily on research in American politics, but it will extend to research across the subfields. Students will design and conduct independent research and engage in assignments geared toward professional development. Credit 3 units.

Portuguese
Portuguese is the sole official language of seven countries spanning three continents: 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 they are curious about Brazil’s rich natural resources and booming technology industry. Portuguese is an outstanding supplement to any student’s education. For those already fluent in Spanish, Portuguese 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 that is 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!

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Faculty
For a list of affiliated faculty, please visit the Department of Romance Languages and Literatures faculty (p. 829) page.

Majors
The Department of Romance Languages and Literatures offers two years of intensive course work in Portuguese. Although there is not yet an official major in this area, students can opt to include Portuguese as one of their three languages of concentration in the pursuit of a Romance languages major. For more information about this option, please email 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


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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD BU: HUM EN: H

L37 Portug 399 Undergraduate Independent Study
Prerequisite: permission of the department. Credit 3 units.

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 Praxis program is only offered to students in Arts & Sciences. Students may apply after completing the first semester of their first year. Students must fill out an online application (https://forms.artsci.wustl.edu/praxisapplication) for the program and be accepted to enroll in Praxis courses. Applicants are accepted on a rolling basis throughout the first semester of their junior year if they have maintained a 3.0 grade-point average or higher. After the first semester of junior year, it becomes difficult to complete all Praxis program requirements before graduation.

Faculty: The Arts & Sciences faculty from a wide variety of backgrounds have helped to develop the Praxis 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: The Praxis program does more than 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. In addition to being exposed to the specialized content of a particular field, Praxis students will be acquiring the expertise essential for their first jobs as well as for careers that may not yet exist:

- Analysis of multiple perspectives essential to 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 that is normally taken at the end of the junior year. This 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 and all Praxis faculty members assist students with tailoring their education to their own interests and goals. In particular, each student is assigned a faculty mentor who closely monitors that student's progress. The faculty, the staff and all of 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):

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>Math 1011</td>
<td>Introduction to Statistics</td>
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<tr>
<td>Math 2200</td>
<td>Elementary Probability and Statistics</td>
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<tr>
<td>Math 3200</td>
<td>Elementary to Intermediate Statistics and Data Analysis</td>
<td>3</td>
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<tr>
<td>Pol Sci 363</td>
<td>Quantitative Political Methodology</td>
<td>3</td>
</tr>
<tr>
<td>Psych 300</td>
<td>Introduction to Psychological Statistics</td>
<td>3</td>
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</tbody>
</table>

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 at the 300 level or above)

7. Internship (3 units)
   By allowing students to put into practice the skills and knowledge learned through 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. The internship should consist of 135 hours.
   Upon completion of the internship, there are two options available for students 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, the nature of the internship, and the discretion of the sponsoring faculty, a daily journal may be submitted in lieu of the 10-page paper. For full details of the requirements of this internship, contact Dean Joy Kiefer (jkiefer@wustl.edu). This step is required for completion of the Praxis program.

Contact: Dean Joy Kiefer
Email: praxis@wustl.edu
Website: https://artsci.wustl.edu/praxis

Faculty

Director
Joy Kiefer (http://artsci.wustl.edu/faculty-staff/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

Helen Human
Assistant Dean
PhD, Stanford 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 it 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 of their junior year.

Minors

The Praxis program is not a minor program. It is designed for students entering their sophomore year, and it is available
Explore 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 IQ: HUM Arch: HUM Art: HUM EN: H

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L62 Praxis 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. Same as L33 Psych 367
Credit 3 units. 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 following areas:

- 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 following areas:

- Aging
- Behavioral economics
- Human development
- Diversity science
- Cognitive neuroscience
- Emotion
- Judgment and decision making
- Learning and operant conditioning
- Neuropsychology
- Personality and individual differences
- Adult psychopathology
- Sensory processes in vision and audition

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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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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L62 Praxis 207 Fluency in Sociotechnology
This course analyzes the fundamentals of technology and how that technology affects communication and processes. Students can expect to learn effective strategies for communicating through various platforms and the importance of content delivery in the proper context. Students will also interact with real-world practitioners through a series of guest speakers in addition to the weekly classroom discussion. The semester will culminate in a team-based project that puts students in contact with real nonprofit organizations in the St. Louis area. The students are tasked with applying the information learned in class to real workplace scenarios. This course is limited only to students enrolled in the Praxis program.
Credit 2 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA 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 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 IQ: HUM Arch: HUM Art: HUM EN: H

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L62 Praxis 286 Entrepreneurship and the Liberal Arts
• Social theories of self and social processes
• Human emotion

There are also many opportunities for undergraduates in this department:
• Research involvement with faculty members
• Supervised internships with community-service agencies
• Practicum in Applied Behavior Analysis: Autism Spectrum Disorder
• Study abroad
• Concentrations within the major
• Senior honors
• Membership in Psi Chi, the national honor society in psychology

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Professors Emeriti

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Robert L. Williams (https://psych.wustl.edu/people/robert-williams)
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Majors

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 the 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 valuable multipurpose 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 (300 level 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 Advanced Placement (AP) psychology test score of 5 or an International Baccalaureate (IB) score of 6 or 7. (Note: The AP or IB score earns an 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 DAT 120 and DAT 121 may substitute for Psych 300 but earn no units of credit toward the major. No AP math course can substitute for Psych 300.
- Psych 301 Experimental Psychology or Psych 3011 Experimental Psychology

Core requirements: At least one course from each of the following five categories:

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<td>Psych 305</td>
<td>Health Psychology</td>
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<td>Psych 367</td>
<td>Positive Psychology: The Science of Happiness</td>
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<td>Psych 395</td>
<td>Prejudice, Stereotyping &amp; Discrimination</td>
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Psych 427  Social Gerontology  3
Psych 4046  Developmental Neuropsychology  3 (Writing Intensive)

Note: If a course falls into two categories, it can only be used to fulfill one of those categories.

Elective courses: An additional 9 units of course work

6 Units Rule: No more than 6 units from the following categories may be used to satisfy the minimum requirements for the P&BS major:

- 100-/200-level courses (other than Psych 100B)
- Psych 333 Independent Study in Psychological & 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
- Approved University College psychology classes
- Cross-listed courses not home-based in P&BS
- Transfer classes (students transferring from another college should 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 P&BS department for their applicability toward the major.

Senior Honors: The primary goal of the honors program in P&BS 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:

- Have overall and P&BS grade-point averages of at least 3.65
- Complete both Psych 300 and Psych 301 (or Psych 3011)
- Have an approved honors research adviser

Concentrations in Psychological & Brain Sciences

To augment the broadly based P&BS 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 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 who will meet with 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 P&BS 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 P&BS cognitive neuroscience major, the cognitive neuroscience concentration is not an option.

The Six Concentrations

Cognition in Children — This concentration allows students to acquire deeper knowledge of cognitive processes that occur during infancy and early childhood. The courses for this concentration consider child development more generally and then explore in more depth the development of cognitive, conceptual, linguistic and social 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):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 219</td>
<td>The Infant Mind: Sophomore Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Psych 358</td>
<td>Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4046</td>
<td>Developmental Neuropsychology</td>
<td>3     (Writing Intensive)</td>
</tr>
<tr>
<td>Psych 4591</td>
<td>The Development of Social Cognition</td>
<td>3</td>
</tr>
</tbody>
</table>

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 and Desirée White

Cognitive Neuroscience — This concentration allows students to acquire deeper knowledge of the relationship between the mind and the brain. The courses for the concentration consider the neurobiological basis of psychological function at a more general level and then explore in greater depth specialized topics related to how higher cognitive processes (e.g., memory, attention, perception, emotion) emerge from brain function.

Adviser/coordinator: Professor Todd Braver

Course work required:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 3604</td>
<td>Cognitive Neuroscience</td>
<td>3</td>
</tr>
</tbody>
</table>
Electives (must include two classes, at least one of which is at the 400 level):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 330</td>
<td>Sensation and Perception</td>
<td>3</td>
</tr>
<tr>
<td>Psych 3401</td>
<td>Biological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psych 345</td>
<td>Genes, Environment, and Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Psych 374</td>
<td>Drugs, Brain and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4046</td>
<td>Developmental Neuropsychology (Writing Intensive)</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4182</td>
<td>Perception, Thought and Action</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4413</td>
<td>Advanced Cognitive Neuroscience (Writing Intensive)</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4450</td>
<td>Functional Neuroimaging Methods</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4746</td>
<td>Biological Pathways to Psychopathology: From Genes and the Environment to Brain and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4765</td>
<td>Inside the Disordered Brain: Biological Bases of the Major Mental Disorders</td>
<td>3</td>
</tr>
<tr>
<td>Psych 488</td>
<td>The Cognitive Neuroscience of Film</td>
<td>3</td>
</tr>
</tbody>
</table>

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 and Jeff Zacks

Electives (must include two classes, at least one of which is at the 400 level):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 234</td>
<td>Introduction to Speech and Hearing Sciences and Disorders</td>
<td>3</td>
</tr>
<tr>
<td>Psych 358 or Psych 358W</td>
<td>Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>Psych 433</td>
<td>Psychology of Language</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4351 or Psych 4352</td>
<td>Reading and Reading Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Reading and Reading Development (Writing Intensive)</td>
<td></td>
</tr>
</tbody>
</table>

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 and Lori Markson.

Possible internships: Work in an assisted-living facility or another community-based program designed to assist older adults. Other internships are available; contact Dr. Brian Carpenter for opportunities.

Electives (must include one of the following courses):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 321</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4301</td>
<td>Contemporary Topics in Cognitive Development</td>
<td>3</td>
</tr>
</tbody>
</table>

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 and Kristin Van Engen.

Lifespan Development — Many introductory courses in developmental psychology focus on the changes that occur from birth to adolescence. The 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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 326 &amp; Psych 427</td>
<td>Introduction to the Psychology of Aging &amp; Social Gerontology</td>
<td>6</td>
</tr>
</tbody>
</table>

Electives (must include one of the following courses):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 321</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4301</td>
<td>Contemporary Topics in Cognitive Development</td>
<td>3</td>
</tr>
</tbody>
</table>

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 to better understand 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):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 345</td>
<td>Genes, Environment, and Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Psych 374</td>
<td>Drugs, Brain and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4541</td>
<td>Personality and Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4557</td>
<td>Biopsychosocial Aspects of Eating Disorders and Obesity</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4746</td>
<td>Biological Pathways to Psychopathology: From Genes and the Environment to Brain and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4765</td>
<td>Inside the Disordered Brain: Biological Bases of the Major Mental Disorders</td>
<td>3</td>
</tr>
</tbody>
</table>

**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 and 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) and group (e.g., gender) differences 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):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 345</td>
<td>Genes, Environment, and Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Psych 3645</td>
<td>Understanding Emotions</td>
<td>3</td>
</tr>
<tr>
<td>Psych 367</td>
<td>Positive Psychology: The Science of Happiness</td>
<td>3</td>
</tr>
<tr>
<td>Psych 413</td>
<td>Contemporary Topics in Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4541</td>
<td>Personality and Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4555</td>
<td>Emotion Regulation</td>
<td>3</td>
</tr>
</tbody>
</table>

**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 and Renee Thompson

**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 this undergraduate major in 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 relationship 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 law.

**Total units required:** 36-37 units/12 courses (plus prerequisites)

**Prerequisites Outside of Psychological & Brain Sciences (7 units):**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 132</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>Biol 2960</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
</tbody>
</table>

**Note:** Each of these prerequisites has its own prerequisites: Math 132 requires Math 131; for Biol 2960, taking Chem 111A and Chem 112A (concurrently) is strongly recommended.

**Note:** These are Biology and Pre-Med prerequisites as well, and they are typically completed during a student's first year. They may alternatively be satisfied through AP or any other already-approved mechanism from the respective department or the college.

**Core Requirements (19 units):**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 100B</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psych 300</td>
<td>Introduction to Psychological Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Psych 301</td>
<td>Experimental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>or Psych 3011</td>
<td>Experimental Psychology</td>
<td></td>
</tr>
<tr>
<td>Psych 3401</td>
<td>Biological Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>
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 P&B 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 an IB score of 6 or 7. (Note: The AP or IB score earns exemption from Psych 100B but no units of credit toward the major.)

Math 2200 or Math 3200 or both Marketing Statistics DAT 120 and DAT 121 may substitute for Psych 300 but earn no units of credit toward the major. No AP Math course can substitute for Psych 300.

Additional Biological & Cognitive Distributions: Two courses (one each from Groups A and B):

**Group A eligible courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 330</td>
<td>Sensation and Perception</td>
<td>3</td>
</tr>
<tr>
<td>Psych 361</td>
<td>Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>Psych 380</td>
<td>Human Learning and Memory</td>
<td>3</td>
</tr>
</tbody>
</table>

**Group B eligible courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 3058</td>
<td>Physiological Control Systems</td>
<td>2</td>
</tr>
<tr>
<td>Biol 3151</td>
<td>Endocrinology</td>
<td>3</td>
</tr>
<tr>
<td>Biol 328</td>
<td>Principles in Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>Biol 3421</td>
<td>Introduction to Neuroethology</td>
<td>3</td>
</tr>
<tr>
<td>Physics 350</td>
<td>Physics of the Brain</td>
<td>3</td>
</tr>
<tr>
<td>Psych 345</td>
<td>Genes, Environment, and Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Psych 374</td>
<td>Drugs, Brain and Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

Computation Requirement (one course):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSE 131</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4175</td>
<td>Applied Statistical Analysis with R</td>
<td>3</td>
</tr>
<tr>
<td>Psych 5007</td>
<td>Statistics and Data Analysis in MATLAB</td>
<td>2</td>
</tr>
</tbody>
</table>

With prior approval, another course involving a significant computational/programming component may be substituted.

**Capstone/Depth requirement: 9 units (one each from Groups A, B, and 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:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 4046</td>
<td>Developmental Neuropsychology (Writing Intensive)</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4182</td>
<td>Perception, Thought and Action</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4413</td>
<td>Advanced Cognitive Neuroscience (Writing Intensive)</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4450</td>
<td>Functional Neuroimaging Methods</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4746</td>
<td>Biological Pathways to Psychopathology: From Genes and the Environment to Brain and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4765</td>
<td>Inside the Disordered Brain: Biological Bases of the Major Mental Disorders</td>
<td>3</td>
</tr>
<tr>
<td>Psych 488</td>
<td>The Cognitive Neuroscience of Film</td>
<td>3</td>
</tr>
</tbody>
</table>

or an appropriate 400-level course from outside of the department, such as the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 4030</td>
<td>Biological Clocks</td>
<td>3</td>
</tr>
<tr>
<td>Biol 404</td>
<td>Laboratory of Neurophysiology</td>
<td>4</td>
</tr>
<tr>
<td>Biol 4580</td>
<td>Principles of Human Anatomy and Development</td>
<td>3</td>
</tr>
<tr>
<td>L30 Phil 4212</td>
<td>Philosophy of Neuroscience</td>
<td>3</td>
</tr>
</tbody>
</table>

**Group B eligible courses (for capstone research/ writing-intensive experience):**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 4046</td>
<td>Developmental Neuropsychology (Writing Intensive)</td>
<td>3</td>
</tr>
<tr>
<td>Psych 4413</td>
<td>Advanced Cognitive Neuroscience (Writing Intensive)</td>
<td>3</td>
</tr>
<tr>
<td>Psych 444B</td>
<td>Independent Study for the Major in Psychological &amp; Brain Sciences: Cognitive Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>Psych 498</td>
<td>Study for Honors and Study for Honors (Writing Intensive)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Group C eligible courses:** An additional 3 units from Group A or B or, with prior approval, MBB 300 or Psych 333 (Note: All 3 units must be completed in one semester and in one lab to be considered for approval) or Psych 498/Psych 499.
Acceptance into the Psychological & Brain Sciences: Cognitive Neuroscience Major

Acceptance into the major is contingent upon 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 during their third semester (sophomore year). Decisions are based on the student's statement and academic record as well as the 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 P&B, all of which must be at the 300 level or above

Additional Information

Students may receive exemption from the Psych 100B requirement only if an AP psychology score of 5 or an IB score of 6 or 7 is received. For exemption, no credit will be given; therefore, five applicable courses must be completed. No more than 3 units of an approved cross-listed course originating outside of P&B, an approved psychology course offered by University College, or 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 P&B courses at Washington University.)

For those who have a broad or general interest in P&B, we recommend taking several courses from the five core areas (i.e., Developmental, 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 may 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 may also consider doing independent study (Psych 333).

Courses


L33 Psych 100B Introduction to Psychology

A survey and analysis of concepts, theories, 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. For freshman and sophomore students enrolled in Psych 100B who are interested in exploring controversial issues in psychology within a seminar format, see the companion course, Psych 102

First-Year Opportunity: Controversial Issues in Psychology

Credit 3 units. A&S IQ: SSC Arch; SSC Art; SSC BU: BA EN: S

L33 Psych 102 First-Year Opportunity: Contemporary Issues in 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 first-year students and sophomores who are concurrently enrolled in Psych 100B, and first-year students with AP/IB exemption. Sections are limited to 15 students.

Credit 1 unit. A&S: FYO A&S IQ: SSC Arch; SSC: SSC BU: BA EN: S

L33 Psych 105 First-Year Opportunity: Psychology of Young Adulthood

This course will cover selected topics relevant to the developmental, social, personal, and cognitive issues that young adults confront 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-year students. Credit/no credit only.

Credit 1 unit. A&S: FYO

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 2 units.

L33 Psych 109 First-Year Opportunity: Research 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: FYO A&S IQ: SSC Arch: SSC Art: SSC EN: S

L33 Psych 111 First-Year Opportunity: Mindfulness Science & 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. A&S: FYO

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.

L33 Psych 219 The Infant Mind: Sophomore Seminar
What goes on inside the mind of an infant? In this course, we will explore a variety of hot topics concerning how babies experience the world around them. We will cover topics such as temperament (Do babies get mad?), language and communication (How do infants learn words? What if a baby is exposed to more than one language?), the effects of poverty on the developing brain (Does it matter?), social categories and relationships (Do babies notice differences across people?), and morality (Do babies have a sense of justice?). We will also discuss how to put child development research into practice, for example, by considering research relevant to policies concerning vaccination, early childhood education, and whether screen time is okay for babies. Students will have ample opportunity to interact with children at a local childcare center, where they can experience firsthand the research they are learning about in class. If you are curious about the developing mind or human nature or if you are considering a career in a field that involves children (e.g., education, medicine, public policy), this course is for you. This Sophomore Seminar is open to students from all majors. Enrollment is restricted to 20 sophomores or by permission of instructor.
Credit 3 units. A&S IQ: SSC BU: BA EN: S

L33 Psych 221 First-Year 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 will 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. Enrollment is restricted to 25 first-year students, or by permission of the instructor.
Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC BU: SSC: BA EN: S

L33 Psych 225 Internship in Psychology
An opportunity to gain practical, applied experience in a nonacademic, community service agency. For a description of prerequisites, course goals, agency selection, registration policies, and course requirements, obtain a copy of "Internships in Psychology," available in room 207B in the Psychology building or on the Psychology & Brain Sciences website (http://psychweb.wustl.edu/undergraduate). This course can be taken only once, and it is open to junior and senior psychology & brain sciences majors only. Credit/no credit only. Permission of instructor required. CET (https://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course.
Credit 3 units.

L33 Psych 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

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://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course.
Credit 3 units.
L33 Psych 246 Mindfulness in Psychology and Eastern Philosophies: Sophomore Seminar
This course explores the concept of mindfulness in psychology and in Eastern philosophies. We will discuss the scientific literature on mindfulness, as well as mindfulness as presented by Buddhist scholars. We will engage in several different mindfulness practices throughout the semester. Prerequisite: Psych 100B. Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

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, though knowledge of elementary algebra is essential. Psych 300 is required of all P&BS majors. Prerequisite: Psych 100B. Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

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 the 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 & brain sciences majors will have priority. Limited to 15 students per section. Prerequisites: Psych 100B and Psych 300. Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L33 Psych 3011 Experimental Psychology
Psych 3011 is limited to students who have not taken Psych 300 and who 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 Psychology 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 the 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 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 & brain sciences majors will have priority. Prerequisites: Psych 100B and concurrent enrollment in Psych 300. Credit 4 units. A&S IQ: NSM Arch: NSM Art: NSM BU: BA, SCI

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; and how such key human characteristics as intelligence, motivation, and academic achievement can be measured. Offered fall and spring semesters. Same as L12 Educ 304 Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 IQ: NSM Arch: NSM Art: NSM BU: BA EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S
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. Prerequisite: Psych 100B. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 perceptions 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 IQ: NSM Arch: NSM Art: NSM BU: BA, SCI

L33 Psych 333 Independent Study in Psychological & 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.

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 IQ: NSM Art: NSM BU: SCI

L33 Psych 344 Principles of the Nervous System
This course will provide a broad introduction to neuroscience, starting at the level of cellular and molecular neuroscience and ultimately ending at systems and theoretical neuroscience, with emphasis on the organization of the mammalian central nervous system. Topics will include neuronal structure, the action potential, information transmission between neurons, sensory/motor systems, emotion, memory, disease, drugs, behavior, and network dynamics. A fundamental goal of this course is to provide students with the ability to approach complex problems using the scientific method and to understand the limits of knowledge. This course will also expose students to some of the neuroscience community at Washington University. Prerequisites: Biol 2960 and Biol 2970 recommended; Biol 3058 recommended or Psych 3401 and permission of the instructor. Same as L41 Biol 3411. Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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 IQ: SSC Arch: SSC Art: SSC BU: SCI EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 IQ: SSC Arch: SSC BU: BA EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S
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 IQ: SSC, WI EN: S

L33 Psych 360 Cognitive Psychology
Introduction to the study of thought processing from an information-processing approach. Emphasis will be placed on theoretical models that are 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 IQ: NSM Art: NSM BU: BA

L33 Psych 3604 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 IQ: NSM Arch: 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 IQ: NSM Art: NSM BU: SCI

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 IQ: NSM

L33 Psych 3645 Understanding Emotions
Emotions both 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 will include definitions of emotions, physiological changes associated with emotions, and individual differences in emotional experience. The course will also examine how culture, cognitions, and relationships affect and are affected by emotions and how emotion is related to physical and mental health. Prerequisite: Psych 100B.
Credit 3 units. A&S IQ: SSC BU: BA EN: S

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 these aspects of psychology that emphasize the positive side of human nature. Prerequisites: Psych 100B, junior or senior standing.
Credit 3 units. A&S IQ: SSC Arch: 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 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 IQ: NSM Art: NSM BU: BA

L33 Psych 396 Psychological Dynamics of Empathy
In this course, students will explore the antecedents and consequences of empathy motivation, defined broadly. Along the way, we will consider answers to several interesting questions: Why are some people generally more empathic than others? Are there cultural differences in levels of this trait? To what extent is empathy an "emotional" or "cognitive" phenomenon? We will also consider the conditions under which empathy is associated with prosocial outcomes (e.g., to reduce racial prejudice) while recognizing that empathy has a "darker" side that can ironically exacerbate people's preexisting biases. The approach to empathy will be highly interdisciplinary as students consider research and theory in several fields within psychology (e.g., social, personality, cognitive) as well as areas that draw from other scholarly disciplines (e.g., social neuroscience, social anthropology, theology, religious studies). Prerequisite: Psych 100B.
Credit 3 units. A&S IQ: SSC BU: BA EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L33 Psych 4046 Developmental Neuropsychology (Writing Intensive)
Discussion will focus on early development and disorders affecting the brain, such as cerebral palsy, sickle cell disease, and autism. Writing Intensive. Open only to advanced undergraduates, and declared psychology majors will be given preference. Limited to 15 students. Prerequisites: Psych 100B and one of the following: Psych 321, Psych 360, Psych 3604, Psych 4604, or Psych 3401.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 Art: NSM

L33 Psych 4099 Human Evolutionary Psychology
How did evolution by natural selection shape the way human beings think and behave? Does evolution explain human cooperation and friendship, human morality, reproductive decisions and social interactions? What sex differences in cognition or behavior are caused by evolution? This course introduces the concepts and findings of evolutionary psychology, mostly through reading of primary sources — articles from psychology and biology journals — and discussion and presentation of empirical cases. Prerequisites: at least 6 units of Psychology level 300 or above, or Anthro 3383.
Credit 3 units. A&S IQ: SSC Art: SSC Arch: SSC

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 IQ: SSC Art: SSC

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.

L33 Psych 4182 Perception, Thought and Action
This course focuses on current topics in visual perception, visual attention, and the control of action. Readings consist of recent journal articles. Class meetings emphasize presentation and discussion of the material in the readings. Limited to 15 students. Prerequisites: Psych 100B and one of the following: Psych 301, Psych 330, Psych 3401, Psych 344, Psych 360, Psych 361, Psych 3604, Psych 380, Psych 433 or Psych 4604.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC

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 IQ: SSC Arch: SSC Art: SSC

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.

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 IQ: SSC Art: SSC

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 IQ: SSC, WI Arch: HUM Art: SSC EN: S

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: permission of instructor and previous course work in experimental psychology or psychology of language.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

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 IQ: SSC EN: S

L33 Psych 4352 Reading and Reading Development (Writing Intensive)
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 IQ: SD, WI EN: S

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 IQ: NSM, WI Art: NSM

L33 Psych 444B Independent Study for the Major in Psychological & Brain Sciences: Cognitive Neuroscience
Prerequisite: acceptance into the Psychological & Brain Sciences (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. Open only to P&BS:CN major, by prior approval only.
Credit 3 units. A&S IQ: SSC EN: S

L33 Psych 444C Independent Study for a Concentration in Psychological and Brain Sciences
Prerequisites: acceptance into a concentration in Psychological & Brain Sciences. Written permission (Petition for Supervision of P&BS 444C) of a member of the faculty of the department (or another 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.

L33 Psych 4450 Functional Neuroimaging Methods
In this class you will learn neuroimaging methods in the context of accurate, reproducible, and open science. There is no substitute for wrestling with data yourself, and so this is a hands-on course. You will need to bring a laptop on which to install Matlab and conduct analyses. Some background in neuroimaging or programming will be helpful, but is not required. Topics covered include experimental design, accounting for artifacts, single-subject models, and group models. By the end you will have used a computer script to analyze an fMRI dataset and have a good understanding of preprocessing and statistical analyses in fMRI. Limited to 20 students. Prerequisites: Psych 100B and either Psych 3604, Psych 4413, or graduate standing.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S

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 one's 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 Psyc 353.
Credit 3 units. A&S IQ: SSC EN: S

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 IQ: SSC Arch; SSC Art; SSC EN: S

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. Prerequisites: Psych 100B and 9 units of advanced home-based psychology courses. Credit 3 units. A&S IQ: SSC Arch; SSC Art; SSC EN: S

L33 Psych 4557 Biopsychosocial Aspects of Eating Disorders and Obesity
This seminar examines the epidemiology, etiology, prevention, and treatment of body image, eating disorders, and obesity. An emphasis will be placed on understanding the characteristic symptoms of excessive dieting, body image disturbance, and binge eating, not only as formal psychiatric syndromes but also as a representation of dysregulatory processes reflecting social-cultural, psychological, and biological disturbances. Students will 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 courses. Credit 3 units. A&S IQ: SSC Arch; SSC Art; SSC EN: S

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 and atypical 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 IQ: SSC BU; BA EN: S

L33 Psych 4592 Development of Social Cognition (Writing Intensive)
This course explores current issues in social cognitive development. We will examine the critical issues in the field, beginning with the roots of 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. We will also consider what happens when the human capacity to reason about others breaks down, as in autism. Additional topics will include children's reasoning about social groups, the development of bias and prejudice, and aspects of morality. We will look at these issues in the context of innate knowledge and the effects of one's environment on children's development. Each week, we will cover a topic by reading a background chapter and a set of two journal articles. Class time will be devoted to the active discussion of these readings, with lecture and class activities as needed, to complement the readings and set the stage for class discussion. This is a writing intensive course, so it has a second goal of improving students' writing. There will be several writing assignments of varying length, some of which will receive extensive feedback from the instructor before the student prepares an improved final version. Students will also give two presentations to the class: one that directly addresses writing and another on a research topic of their choice relevant to social cognitive development. Prerequisites: Psych 100B and either Psych 215, Psych 321, or Psych 360. Credit 3 units. A&S IQ: SSC, WI EN: S

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 IQ: SSC Arch; SSC Art; SSC EN: S

L33 Psych 4620 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 IQ: SSC Arch; SSC Art; SSC EN: S

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 IQ: HUM, LCD EN: H

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-1900s. 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 during the final segment of the course. We will 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 IQ: HUM Art: HUM EN: H

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 either Psych 345 or Psych 3401 or Biol 2970.
Credit 3 units. A&S IQ: NSM Arch: SSC Art: SSC

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 how 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 either Psych 3401, Psych 354, or a basic biology/neuroscience course.
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

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 IQ: NSM

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 Edu 4891.
Credit 3 units. A&S IQ: SSC, SD EN: S

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 will be examined. Prerequisites: Psych 100B and either Psych 360, Psyh 361, or a philosophy course.
Credit 1 unit. A&S IQ: SSC, SD EN: S

L33 Psych 4971 Undergraduate Teaching
Limited opportunities for outstanding undergraduates to serve as teaching assistants for selected departmental courses. Prerequisites: Psychology & Brain Sciences majors only, junior/senior standing and permission of psych adviser, course instructor and departmental approval. Credit cannot be counted toward fulfilling the requirements for the major or minor in Psychology & Brain Sciences. Credit/no credit only. Enrollment by department only.
Credit 2 units.

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 IQ: SSC, WI Art: SSC EN: S
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; the written agreement (Petition for Permission to Enroll) of a member of the faculty of the department (or another approved supervisor) to supervise an Honors project; and approval of the Honors Coordinator. 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 will be based on the evaluation of the written thesis and the student's overall performance as an undergraduate. All students must meet with the Honors Coordinator prior to registering. Students in the Honors Program will meet regularly in the Honors Seminar to discuss their research and become acquainted with the work of the other students. Prerequisite: Psych 498. Credit 3 units. A&S IQ: SSC Art: SSC EN: S

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 the following:

- 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/courses) on American religion and politics that contribute to an interdisciplinary undergraduate minor in religion and politics for Washington University students

The Center offers a religion and politics minor. This interdisciplinary program 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 with American culture, both in historical and contemporary terms.

As part of the program, students may examine any number of issues, including 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), and the confluences of religion and politics in national vocabularies, media and imagination.

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Faculty
Director
Marie Griffith (http://rap.wustl.edu/bio/r-marie-griffith)
John C. Danforth Distinguished Professor in the Humanities
PhD, Harvard University

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PhD, Boston University

Anna F. Bialek (http://rap.wustl.edu/bio/anna-f-bialek)
Assistant Professor
PhD, Brown University

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)
Associate Professor
PhD, Emory University

Leigh Eric Schmidt (http://rap.wustl.edu/bio/leigh-e-schmidt)
Edward C.malinckrodt 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
Aaron Griffith (http://rap.wustl.edu/bio/aaron-griffith)
ThD, Duke University

Dana Lloyd (http://rap.wustl.edu/bio/dana-lloyd)
PhD, Syracuse University
The Minor in Religion and Politics

Required units: 15

- One required course: Select one course from the following list. This should be completed prior to the second semester of the junior year.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>RelPol 201</td>
<td>Religion and American Society</td>
<td>3</td>
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<tr>
<td>RelPol 210</td>
<td>The Good Life Between Religion and Politics</td>
<td>3</td>
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<tr>
<td>RelPol 225</td>
<td>Religion and Politics in American History</td>
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- 12 additional units, 9 of which must be at the 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 (e.g., lectures, colloquia, lunch discussions, film screenings) is required. Students must inform the director of undergraduate studies of the events they attend so that this information can be recorded.

Courses


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 IQ: HUM Arch; HUM Art: HUM BU: ETH EN: H

L57 RelPol 130 First-Year Seminar: 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: FYS A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: HUM EN: S

L57 RelPol 1711 First-Year Seminar: 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

L57 RelPol 201 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.
Credit 3 units. A&S IQ: HUM, SC, SD BU: ETH EN: H

L57 RelPol 203 Religions of St. Louis: Communities of Faith and Action Across the Region
The St. Louis region is home to a diverse array of global religious communities. This course directly introduces students to some of that diversity by revolving around field trips to living institutions and meetings with religious leaders across traditions. In any given semester, our visits may include organizations that identify as Catholic, Pentecostal, evangelical, Jewish (Orthodox, Conservative, Reform, or Reconstructionist), Muslim, Hindu, Buddhist, Vedantist, Scientological, progressive Baptist, or secular humanist, among others. We will also visit the International Institute of St. Louis and study the politics of immigration and refugee resettlement that have helped shape the city and its religious as well as political multiplicity. Through our visits and conversations, the variety within each religious community will also become apparent as we encounter adherents across the political spectrum who embody different ethnicities and who are committed to different degrees of "orthodoxy" or traditional belief and practice. Students should emerge from the course with a fresh sense of the cultural and religious vitality of the St. Louis metropolitan area, which is illustrative of the United States as a whole. (All required site visits will take place during the regular class time.)
Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

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 Qur'an as well as several of the exegeses 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L57 RelPol 210 The Good Life Between Religion and Politics
What constitutes a life well lived? How do we imagine answers to that question? Who gets to answer that question for us? And do we ask it as an "us" or as individuals? This course considers the way religious and political thought has shaped considerations of the classical ethical question of how we should live, and the way that ethics has often served to connect religion and politics in thought and practice. Do we need a religious basis to answer ethical questions, or can we determine how to live without religious sources of authority? Is ethics a project of an individual or of communities? If the latter, are these political communities, religious ones, or something else? On what basis or with what capacities can we imagine new answers to ethical questions, whether in community or on our own? We will discuss these questions and more through the consideration of a range of answers to the question of how we should live.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

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, SC, SD Arch: HUM Art: HUM BU: BA EN: H

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

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 for us as well as to this alliance's complexity and fluidity of the categories "white," "black" and "Jewish."
Credit 3 units. A&S IQ: HUM, SC, SD BU: BA EN: H
L57 RelPol 235 Puritans and Revolutionaries: Religion and the Making of America
This course introduces students to the history of religion and politics in America from the English settlements of Virginia and Massachusetts Bay during the early 17th century through the constitutional debates of the 1780s. It pays attention to both formal legal issues regarding religious establishments and wider matters concerning political sentiments and their relationship to religious ideas or values. The course does not advocate a defining argument or single ideological "point," but, rather, it facilitates a series of observations of how different positions on the role of religion in early America made sense in their respective historical contexts. Social, political, and intellectual variables made for shifting understandings of what religious ideas mattered to public life in America and how those ideas ought to shape civil affairs.
Credit 3 units. A&S IQ: HUM BU: BA EN: H

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 thought 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 IQ: HUM BU: BA EN: H

L57 RelPol 245 Love and Reason
Love often seems dramatically unreasonable, and reason can seem coldly rational in a way that excludes any emotion, passion, or affiliation even akin to love. The supposed opposition between love and reason has been used by Christian and secular thinkers throughout modernity to organize ways of knowing and judging, and to criticize claims of faith, belief, and desire. But are love and reason really so distinct? What does it mean to say so, and why might someone make this claim? Can love be reasoned, and even reasonable? Can reason be aided by love, and even driven by it? How might different answers to these questions affect our understanding of other possibly unreasoned categories like faith, belief, and piety? This course offers an introduction to modern Christian thought and Western philosophy through these questions and themes.
Credit 3 units. A&S IQ: HUM EN: H

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

L57 RelPol 255 Religion, Environmentalism, and Politics
This course explores the intersections of anthropology, theology, economic interests, and activism. We will draw on a range of sources including social-scientific theories about religion and ritual, discussions of disenchantment and re-enchantment, and indigenous claims to land. These theoretical frameworks will provide context for discussing contemporary religious responses to ecological disaster, including both environmentalist and anti-environmentalist movements.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

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 IQ: HUM, SC, SD BU: ETH EN: H

L57 RelPol 280 African-American Religions
This course is an introduction to African-American religions that attends to the changes wrought in indigenous African religions by enslavement, the adoption of Christianity (and severe critiques of it) by slaves themselves, the building of African-American denominations, the rise of new black religious movements, and the role of religion in contemporary African-American life. At every stage of the course, religion is discussed with reference to key political developments in broader African-American history. The course proceeds in three parts. The course begins with a brief introduction to key themes and problems in the study of African-American religions. For example, is there such thing as a "black church"? How does the study of African-American religion differ from the study of other religious groups or traditions? The second part, which is the bulk of the course, moves chronologically and situates African and African-American religions in their shifting cultural and political contexts from the beginning of the European slave trade to the present. We will discuss African-Americans' practice of several religious traditions: indigenous African religions, Islam, Protestant and Catholic Christianity, and new religious movements. The final part of the course focuses on several key issues and debates that are informed by the study of African-American religions and that have important connections with contemporary American life.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H
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 bear 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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

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 will 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 will reassess with the help of modern critics. In the second part of this class, we will 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, ending with an analysis of Donald Trump and the rise of “America First.” In the end, students will 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 IQ: HUM BU: HUM EN: H

L57 RelPol 310 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.
Same as L23 Re St 3100
Credit 3 units. A&S IQ: HUM Arch: HUM Art: FAAM, HUM BU: ETH EN: H

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 IQ: HUM, SD BU: ETH EN: H

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 INTER D 320
Credit 3 units. A&S IQ: HUM, SC, SD BU: BA, ETH EN: H

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: ETH EN: H
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, SC, SD Arch: HUM Art: HUM ENG: H

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 IQ: HUM, SC, SD BU: BA EN: H

L57 RelPol 365 Slavery, Sovereignty, Security: American Religions and the Problem of Freedom
The goal of this course is to think critically about freedom as both an ideology and an institution. What does it mean to be free? What are the relationships among individual liberties, national sovereignty, and civil rights? In what ways has freedom been defined in relation to and materially depended on unfreedom? At the same time, this course will treat American "religions" in a similar critical fashion: as a historically contingent category that has been forged and inflected within the same context of White Christian settler empire. Religion and freedom have intertwined throughout American history, including in the ideal of religious freedom. Our critical interrogation of freedom should help us think carefully about power by working with but also beyond tropes of domination and resistance.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, ETH EN: H

L57 RelPol 368 Theories and Methods in the Study of Religion
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? This course considers these questions through the investigation of significant attempts to study religion over the past century, paying particular attention to the methods, motivations, and aims of these works.

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 IQ: HUM BU: ETH EN: H

L57 RelPol 375 Jesus, Jazz, and Gin: The 1920s and the History of Our Current Times
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 IQ: HUM, SC Arch: HUM Art: HUM BU: BA EN: H

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L57 RelPol 395 Topics in Religion and Politics
This course explores various topics in Religion and Politics.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H
L57 ReiPol 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.
Credit 3 units. A&S IQ: HUM EN: H

L57 ReiPol 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 will investigate the history of the FBI as well as the various ways in which the FBI and religious groups have interacted. The course will pay particular attention to what the professor calls the four interrelated “modes” of FBI/religious engagement: counterintelligence and surveillance, cooperation and consultation, censorship and publicity, and cooperation.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L57 ReiPol 421 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 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 IQ: HUM

L57 ReiPol 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

L57 ReiPol 430 Pilgrims and Seekers: American Spirituality from Transcendentalism to the New Age
This 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 quotations marks in order to emphasize its peculiar construction as something positively distinct from “religion”; this is a reordering 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.
Credit 3 units. A&S IQ: HUM EN: H

L57 ReiPol 440 Religion, Politics, and the University
This course explores in depth current issues related to pluralism, difference, and belonging in matters pertaining to religion and other important issues, with a particular focus on how these play out in the university context. The instructors, John Inazu and Eboo Patel, are two of the leading national commentators on these issues. Prerequisite: Students enrolling in this class must submit a brief statement of interest (http://law.wustl.edu/COURSES/INAZU/seminar1/summaries) to Professor John Inazu.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L57 ReiPol 449 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 IQ: HUM Arch: SSP Art: SSP EN: H

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 IQ: HUM Arch: HUM Art: HUM EN: H

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 IQ: HUM EN: H

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, says, 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 IQ: HUM EN: H

L57 RelPol 495 Religion and the State: Global Mission, Global Empire
This course explores the complex intersections among U.S. political power on a global stage, and religious institutions and identities. Readings and discussions are organized around two very broad questions. First: How has this nation's history been shaped by religious "others" both inside and outside its borders? Second: How have perceptions of those others in turn affected U.S. responses to circumstances of global consequence — including, for example, foreign policy and diplomacy, missionary activity, and economic practices?
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

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.

Religious Studies covers a wide range of subjects. It could include religion and American or international politics, religion and music, unbelief, religion and literature, issues of race or climate change, or scriptural studies. As such, Religious Studies embraces research in all its disciplinary and interdisciplinary complexity. Courses offered by our program are thus taught by faculty from a variety of disciplines and areas, including the Danforth Center on Religion and Politics; Anthropology; Classics; East Asian Languages and Cultures; English; History; Jewish, Islamic, and Near Eastern Studies; Music; and Political Science.

Pursuing a major in Religious Studies will help students to 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. If a student is preparing for the advanced academic study of religion, seeking to complement another area of study, or simply feeling 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.

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Website: http://religionsstudies.wustl.edu

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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):**

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Re St 102</td>
<td>Thinking About Religion</td>
<td>3</td>
</tr>
<tr>
<td>Re St 368</td>
<td>Theories and Methods in the Study of Religion</td>
<td>3</td>
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</tbody>
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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 a Senior 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. Broad coverage of religious traditions: Majors explore various religions by taking at least one course in four different traditions (e.g., Judaism, History of Christianity;
Islam; Buddhism; East Asian religions; South Asian religions; religion in the Americas).

B. Course concentrations: Majors focus their interests on a single religious tradition or theme by creating two course concentrations: a three-course series and a two-course series.

Note: An elective course can count toward the fulfillment of both A and B.

Additional Information

Senior Honors: Qualified majors are encouraged to apply for Senior Honors. Applications are available on the Religious Studies website (https://religiousstudies.wustl.edu/senior-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 their last two semesters, Re St 498 Independent Work for Senior Honors I and Re St 499 Independent Work for Senior Honors II. 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):

<table>
<thead>
<tr>
<th>Code</th>
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<th>Units</th>
</tr>
</thead>
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<tr>
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<td>Theories and Methods in the Study of Religion</td>
<td>3</td>
</tr>
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<td></td>
<td>Total Units</td>
<td>6</td>
</tr>
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</table>

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


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 IQ: HUM: HUM Art: HUM BU: ETH EN: H

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 IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L23 Re St 180 First-Year Seminar in Religious Studies
This course is for freshmen only. The topic varies from semester to semester. Recent topics include Miracles; Sexuality in Early Christianity; and The Self in Chinese Thought. Credit 3 units. A&S: FYS A&S IQ: HUM Art: HUM BU: ETH EN: H

L23 Re St 207 Scriptures and Cultural Traditions: Text & Tradition
When we think of the word scripture in antiquity, we might think of the texts that have been compiled in the different holy books
L23 Re St 208F Introduction to Jewish Civilization: History and Identity

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 JIMES 208F
Credit 3 units. A&S IQ: HUM, Arch: HUM Art: HUM BU: ETH EN: H

L23 Re St 210 The Good Life Between Religion and Politics

What constitutes a life well lived? How do we imagine answers to that question? Who gets to answer that question for us? And do we ask it as an "us" or as individuals? This course considers the way religious and political thought has shaped considerations of the classical ethical question of how we should live and the way that ethics has often served to connect religion and politics in thought and practice. Do we need a religious basis to answer ethical questions, or can we determine how to live without religious sources of authority? Is ethics a project of an individual or of communities? If the latter, are these political communities, religious ones, or something else? On what basis or with what capacities can we imagine new answers to ethical questions, whether in community or on our own? We will discuss these questions and more through the consideration of a range of answers to the question of how we should live.

Same as L57 RelPol 210
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

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 Islam 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 JIMES 210C
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

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. BU: ETH, IS EN: H

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

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, 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, SC, SD BU: BA EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

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 IQ: HUM BU: BA EN: H

L23 Re St 2450 Love and Reason
Love often seems dramatically unreasonable, and reason can seem coldly rational in a way that excludes any emotion, passion, or affiliation even akin to love. The supposed opposition between love and reason has been used by Christian and secular thinkers throughout modernity to organize ways of knowing and judging, and to criticize claims of faith, belief, and desire. But are love and reason really so distinct? What does it mean to say so, and why might someone make this claim? Can love be reasoned, and even reasonable? Can reason be aided by love, and even driven by it? How might different answers to these questions affect our understanding of other possibly unreasonable categories like faith, belief, and piety? This course offers an introduction to modern Christian thought and Western philosophy through these questions and themes.

Same as L57 RelPol 245
Credit 3 units. A&S IQ: HUM EN: H

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

L23 Re St 255 Religion, Environmentalism, and Politics
This course explores the intersections of anthropology, theology, economic interests, and activism. We will draw on a range of sources including social-scientific theories about religion and ritual, discussions of disenchantment and re-enchantment, and indigenous claims to land. These theoretical frameworks will provide context for discussing contemporary religious responses to ecological disaster, including both environmentalist and anti-environmentalist movements.

Same as L57 RelPol 255
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA EN: H

L23 Re St 2600 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.

Same as L57 RelPol 260
Credit 3 units. A&S IQ: HUM, SC, SD BU: ETH EN: H

L23 Re St 280 African-American Religions
This course is an introduction to African-American religions that attends to the changes wrought in indigenous African religions by enslavement, the adoption of Christianity (and severe critiques of it) by slaves themselves, the building of African-American denominations, the rise of new black religious movements, and the role of religion in contemporary African-American life. At every stage of the course, religion is discussed with reference to key political developments in broader African-American history. The course proceeds in three parts. The course begins with a brief introduction to key themes and problems in the study of African-American religions. For example, is there such thing as a “black church”? How does the study of African-American religion differ from the study of other religious groups or traditions? The second part, which is the bulk of the course, moves chronologically and situates African and African-American religions in their shifting cultural and political contexts from the beginning of the European slave trade to the present. We will discuss African-Americans’ practice of several religious traditions: indigenous African religions, Islam, Protestant and Catholic Christianity, and new religious movements. The final part of the course focuses on several key issues and debates that are informed by the study of African-American religions and that have important connections with contemporary American life.

Same as L57 RelPol 280
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H
L23 Re St 300 Introduction to the Hebrew Bible/Old Testament
The Hebrew Bible is the foundational text of Judaism and Christianity. It is a complex compilation of materials, reflecting great diversity in ideology, literary expression, social and political circumstances, and theology. In this course, we shall read a significant amount of the Bible in English translation. We shall study the various approaches that have been taken by scholars in trying to understand the Bible in its historical context. We shall also study how the Bible was traditionally interpreted by Jews and Christians during the last two thousand years.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H

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 IQ: HUM, LCD, LS BU: HUM

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 JIMES 3012
Credit 3 units. A&S IQ: HUM, LCD BU: ETH, HUM EN: H

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 IQ: HUM, LCD BU: ETH, EN: H

L23 Re St 3030 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 course, 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 contributed to — and the standards that we can set — as we continue to create and negotiate the realm of the medieval music.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H

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 IQ: HUM BU: ETH EN: H

L23 Re St 3033 Religion and Healing
This course explores the relationship between religion and healing through historical and comparative study of Christian, Jewish and other religious traditions. We will examine how specific religious worldviews influence conceptions of the body and associated healing practices, how states of health and disease are identified and invested with religious significance, and how religious thought contributed to and coexisted alongside the growth of modern Western medicine. While much of the course will draw on specific case studies, students will be encouraged to pursue their own interests in the area of religion and healing through final projects.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

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 identifiable “modern” institutions such as hospitals, the medical profession, and public health. The focus will be on Western Europe but we will also consider developments in the Islamic world and the Americas.
Same as L22 History 3044
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L23 Re St 3050 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,
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 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 IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S UColl: CD

L23 Re St 3065 Voice, Language and Power: Late Medieval Religious Writing
In the later Middle Ages, there is a flowering throughout Christian Europe of religious writings that offer a new voice in which personal religious experience can be pursued and expressed. Their voices are mainly intended to be communal ones, to be contained within the Church and regulated by it. But in each case the fact that it is a voice may offer a mode of resistance, or of difference. Such writing is often aimed at lay people sometimes exclusively at women; and sometimes the intended auditors become the authors, and propose a version of religious experience that claims a new and more intimate kind of power for its readers. This course looks at a wide range of such writing in vernacular languages read in translation (English, French and German), including the work of Meister Eckhart, Marguerite Porete, Margery Kempe, Julian of Norwich, Eleanor Hull, the anonymous writer of The Cloud of Unknowing and the perhaps pseudonymous William Langland, author of Piers Plowman. Whether such writing seeks to be orthodox or conducive to heresy, it presents a challenge to the power of clergy — a challenge that is written in the vernacular language of lay people, rather than clerical Latin, and in doing so offers distinctively new voices for religious experience. The course will also look at ways in which such work might have been influenced, if only oppositionally or at times indirectly, by contact with Muslim and Jewish writing (including Jewish exegesis of the Psalms).

Credit 3 units. Arch: HUM Art: HUM BU: ETH EN: H

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-century Jewish, “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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

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 will 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 will reassess with the help of modern critics. In the second part of this class, we will 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, ending with an analysis of Donald Trump and the rise of “America First.” In the end, students will 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 IQ: HUM BU: HUM EN: H

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
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 IQ: HUM, LCD BU: HUM BU: HUM EN: H

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 IQ: HUM Arch: HUM Art: FAAM, HUM BU: ETH EN: H

L23 Re St 3101 The Problem of Evil: The Holocaust and Other Horrors
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 IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L23 Re St 3102 Defense Against the Dark Arts: An Anthropological Approach to the Study of Religion and Health
This class is a comparative survey of religion, magic, and witchcraft as they are related to concepts of the body, health, healing and death across cultures. As such, students in this class will be expected to simultaneously learn details from particular magical and healing traditions studied in class, as well as to relate these details to theories about within the discipline of Anthropology (medical, cultural, psychological) and the field of Religious Studies. Special themes addressed in the class are the reasonableness of belief in magic, religion and religious practice as "magical," the body and definitions of health, healing, and illness and disease as symbolically, culturally, even magically constructed and experienced.
Same as L48 Anthro 3100
Credit 3 units. A&S IQ: LCD, SSG BU: BA, ETH EN: S

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 IQ: HUM Arch: HUM Art: HUM EN: H

L23 Re St 3111 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 IQ: HUM, LCD BU: ETH EN: H UColl: CD

L23 Re St 3110 Sacred Architecture of the Indian Subcontinent
This course will explore the architecture of sacred places in India, including the Hindu, Jain, and Buddhist Temples; the Islamic Mosque; the Sikh Gurudwara; the Zoroastrian Fire Temple; the Jewish Synagogue; and the Christian Church, as well as their evolution from the Vedic period to precolonial times. The similarities and differences between the design elements of these places of worship will be examined through the lens of history, art, and culture.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H
of cultural, regional, and political influences in India. The built structure remains a principal visible record to study the evolution of a civilization. Through readings, visuals, and discussions, students will learn about not only the architectural styles and motifs in sacred buildings but also the ways in which diverse design principles reflect social, political, and cultural changes over time. This interdisciplinary study of culture, design, religion, and society will be of interest to students of architecture, archeology, art, art history, languages and cultures, preservation, religion, and South Asian culture, among other subjects.

Same as L73 Hindi 311
Credit 3 units. A&S IQ: LCD BU: IS EN: H

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 a 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H UColl: CD

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

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 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 IQ: HUM, LCD Art: HUM BU: HUM, IS
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 Judaic, 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, SC, SD Arch: HUM Art; HUM BU: ETH EN: H

L23 Re St 3262 The Early Medieval World 300-1000

This course begins with the crisis of the Roman Empire in the third century and the conversion of the Emperor Constantine to Christianity in 312. We will study the so-called "barbarian invasions" of the fourth and fifth centuries and the collapse of the Roman Empire in the West. The Roman Empire in the East (commonly known as the Byzantine Empire after the seventh century) survived intact, developing a very different style of Christianity than in the lands of the former Western Empire. In addition to examining Christianization in the deserts of Egypt and the chilly North Sea, we will discuss the phenomenon of Islam in the seventh century (especially after Prophet Muhammad's death in 632) and the Arab conquests of the eastern Mediterranean and north Africa. Prerequisite: sophomore standing or permission of the instructor.
Same as L22 History 3262
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L23 Re St 3277 Philosophy of Religion

This course focuses on debates concerning the existence of God as well as on special issues that arise within religion generally and also on some that arise within specific religious traditions. Topics include: the rationality of religious belief, the problem of evil, the coherence of theism, and the freedom-foreknowledge problem.
Same as L30 Phil 327
Credit 3 units. A&S IQ: HUM BU: HUM BU: ETH EN: H

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 IQ: SSC Art: SSC BU: ETH EN: S

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, SC, SD Arch: HUM Art: HUM BU: ETH EN: H

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 IQ: HUM, LCD, SC, SD BU: ETH, HUM, IS

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; Herácl, 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 335C
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

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 IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H UColl: HEU, HSM

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 Rabbinc 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L23 Re St 3392 Topics in South Asian Religions
The topic for this course varies. The topic for fall 2017 was Hinduism and the Hindu Right.
Credit 3 units. A&S IQ: HUM BU: IS EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L23 Re St 346 Topics in East Asian Religions
This course explores one of the various topics in East Asian Religions. Recent topics include: The Zhuangzi, A Daoist classic; Tantric Buddhism; and Death, Dying and the Afterlife in East Asian Religions.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L23 Re St 3461 Zen Buddhism
This course is designed to introduce students to the history, teachings, and practice of Zen Buddhism in China (Chan), Japan (Zen), Korea (Sôn), and the United States. We will 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 will also look at Zen Buddhism and its relation to the arts, including poetry and painting, especially in East Asia. Finally, we will briefly explore the response of Zen teachers and practitioners to questions of war, bioethics, the environment and other contemporary issues. Prerequisites: Re St 203 or Re St 311.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH IS EN: H

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 “jihād” 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 JIMES 346

819
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 JIMES 351
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

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 JIMES 354
Credit 3 units. A&S IQ: LCD, SSC, SC, SD BU: IS EN: S

L23 Re St 3554 Revolution with an Accent: The Haitian and French Revolutions, 1770–1805
How can politics enact fundamental changes? What make 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 will examine both the unfolding of events and the rise and fall of protagonists within these two Revolutions and will explore the ways that issues such as religion, state finance, loyalty, race, slavery became politicized.
Same as L22 History 3554
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H UColl: HEU, HSP, HTR

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 JIMES 359
Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

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 IQ: HUM, SC, SD BU: BA EN: H

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 JIMES 3622
Credit 3 units. A&S IQ: HUM Art: HUM BU: IS EN: H UColl: CD

L23 Re St 3635 The Bible as Literature
Same as L14 E Lit 365
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L23 Re St 3650 Slavery, Sovereignty, Security: American Religions and the Problem of Freedom
The goal of this course is to think critically about freedom as an ideology and an institution. What does it mean to be free?
What are the relationships among individual liberties, national sovereignty, and civil rights? In what ways has freedom been defined in relation to and materially depended on unfreedom? At the same time, this course will treat American "religions" in a similar critical fashion, as a historically contingent category that has been forged and inflected within the same context of the white Christian settler empire. Religion and freedom have intertwined throughout American history, including within the ideal of religious freedom. Our critical interrogation of freedom should help us think carefully about power, working with but also beyond tropes of domination and resistance.

Same as L57 Re/Pol 365
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, ETH EN: H

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 IQ: HUM, LCD BU: ETH

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 emigrants 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 JIMES 366
Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

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 IQ: HUM, LCD BU: ETH EN: H

L23 Re St 368 Theories and Methods in the Study of Religion
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? This course considers these questions through the investigation of significant attempts to study religion over the past century, paying particular attention to the methods, motivations, and aims of these works. Is the study of religion an effort to disprove or debunk it, or perhaps to support it? What would each mean? Is it an effort to describe the indescribable, or perhaps to translate complex beliefs and practices into a language in which they can be discussed by others? Why would such a translation be helpful, and to whom? Is the study of religion an investigation of a social phenomenon, an organization of communities, a specific formation of individuals, or perhaps a psychosis or illusion, evidence of the workings of power on our lives and the difficulty of bearing it? What is at stake in defining religion in these ways, and then in undertaking its study?
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

L23 Re St 36CA Heroes and Saints in India: Religion, Myth, History
This course provides an introduction to the history of modern India and Pakistan through the voices of the Indian subcontinent's major thinkers. We will spend time in the company of saints, from the "great-souled" Mahatma Gandhi to the Sufi scholar Ashraf Ali Thanawi, and we will travel alongside the heroes of peasant politics, women's rights, and struggles for national and social freedom and equality. We will immerse ourselves in the rich narrative heritage of India as it has been challenged, reworked, and harnessed for present and future needs, from the 19th century through the present. Lecture and discussion format; prior knowledge of India or Pakistan not required.
Same as L22 History 36CA
Credit 3 units. A&S IQ: HUM, LCD EN: H

L23 Re St 3700 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.
Same as L57 Re/Pol 370
Credit 3 units. A&S IQ: HUM BU: ETH EN: H

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 JIMES 370C Credit 3 units. A&S IQ: HUM, LCD BU: IS

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 JIMES 373 Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L23 Re St 374 Of Dishes, Taste, and Class: History of Food in the Middle East
When the 13th century author Ibn al-Adim from the city of Aleppo, Syria, titled his book on food *Reaching the Beloved through the Description of Delicious Foods and Perfumes*, he was perhaps not concerned so much with simply how to satisfy hunger. Thinking through the title alone opens a window for us on all sorts of cultural, social, economic, and political questions about food and drink. Our history as humans with food is long and complicated. It extends from seeking basic nutrition to sustain our livelihood to contracting diseases. Food also plays a fundamental role in how humans organize themselves in societies, differentiate socially, culturally, and economically, establish values and norms for religious, cultural, and communal practices, and define identities of race, gender, and class. Food has been one of the most visible signs of social status in any given society and a vital part of many movements of political and social reform and transformation. Food has been a major question in trans-regional, international, and recently global cooperation and conflict as well. This course will cover the history of food and drink in the Middle East to help us understand our complex relation with food and drink at our lives from perspectives we intuitively feel or by implication know, but rarely critically and explicitly reflect on. This course does not intend to spoil, so to speak, this undeniably one of the most pleasurable human needs and activities, but rather to make you aware of how food shapes who we are as individuals and societies. We will study the history of food and drink in the Middle East across the centuries until the present time, but be selective in choosing themes, geographic regions, and historical periods to focus on. Course work is geared toward increasing your ability to think about food and drink analytically as a socio-economic and cultural capital, noticeable marker of identity, and indicator of a political position. In a sense we will try to tease out in class why we are what we eat! Please consult the instructor if you have not taken any course in the humanities.

Same as L75 JIMES 374 Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H UColl: CD

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 JIMES 301C Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM

L23 Re St 3750 In the Beginning: Creation Myths of the Biblical World
This course will study myths and epic literature from the Bible, ancient Egypt, the ancient Near East and ancient Greece about the birth of the gods, the creation of the world and of humanity, and the establishment of societies. These masterpieces of ancient literature recount the deeds of gods and heroes and humanity’s eternal struggle to come to terms with the world, supernatural powers, love, lust, and death. This course will examine how each culture borrows traditions and recasts them in a distinct idiom. The course will further examine different approaches to mythology and to the study of ancient cultures and the Bible.

Same as L75 JIMES 3751 Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L23 Re St 375W In the Beginning: Creation Myths of the Biblical World: Writing Intensive
This course will study myths and epic literature from the Bible, ancient Egypt, the ancient Near East, and ancient Greece about the birth of the gods, the creation of the world and of humanity, and the establishment of societies. These masterpieces of ancient literature recount the deeds of gods and heroes and humanity’s eternal struggle to come to terms with the world, supernatural powers, love, lust, and death. This course will examine how each culture borrows traditions and recasts them in a distinct idiom. The course will further examine different approaches to mythology and to the study of ancient cultures and the Bible.

Same as L75 JIMES 375W Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: HUM EN: H

L23 Re St 3801 Topics in Religious Studies
This course explores one of the various topics in Religious Studies. The Spring 2018 course topic was Religion, Transnationalism and Diaspora.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, IS EN: H UColl: CD

L23 Re St 381 Major Figures in Christian Thought
Critical examination of one or more of the major figures in Christian theology and apologetics (e.g., Augustine, Aquinas, Luther, Kierkegaard). Subject matter varies each semester. May be repeated for credit. Prerequisite: a course in biblical literature, or permission of the instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, IS EN: H

L23 Re St 382 Topics in Christianity
The topic covered in this course varies. The topic for Fall 2018 is The Apostle Paul: Communities and Controversies. The Fall 2017 topics was Orthodoxy and Heresy in Early Christianity.

Credit 3 units. A&S IQ: HUM BU: ETH EN: H
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 IQ: HUM, LCD Art: HUM BU: HUM EN: H

L23 Re St 3850 Jesus, Jazz, and Gin: the 1920s and the History of Our Current Times
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.
Same as L57 RePol 385
Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L23 Re St 386 Topics in Jewish Studies
Consult course listings for current topics. Prerequisite: permission of instructor.
Same as L75 JIMES 386
Credit 3 units. A&S IQ: HUM BU: BA EN: H

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 IQ: HUM, LCD, WI BU: IS EN: H

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 RePol 390
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM, LCD, SD BU: HUM, IS EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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 how these three disciplines have shaped various aspects of social life within premodern Muslim communities.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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 IQ: HUM, LCD BU: ETH, IS EN: H

L23 Re St 4002 Capstone Seminar: 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 JIMES 4001
Credit 3 units. A&S IQ: HUM EN: H

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 IQ: HUM, LCD EN: H

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 IQ: LCD, SSC Arch: SSC Art: SSC BU: IS

L23 Re St 4060 Convivencia or Reconquista? Muslims, Jews and Christians in Medieval Iberia
Jewish, Islamic and Near Eastern Studies 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 JIMES 4060
Credit 3 units. A&S IQ: HUM, LCD EN: H

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://gephardinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course.
Same as L57 RePol 407
Credit 3 units. A&S IQ: HUM EN: H

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 IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L23 Re St 4102 Rastafari, Reggae, and Resistance
Same as L90 AFAS 4102  
Credit 3 units. A&S IQ: HUM EN: H

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 IQ: LCD, SSC Arch: SSC Art: SSC EN: S

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 IQ: HUM, LCD Art: HUM EN: H

L23 Re St 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.  
Same as L57 RePol 4121  
Credit 3 units. A&S IQ: HUM

L23 Re St 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.  
Same as L57 RePol 4122  
Credit 3 units. A&S IQ: HUM

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 JIMES 445  
Credit 3 units. A&S IQ: HUM BU: IS EN: H

L23 Re St 415 Topics in Judaism  
Prerequisite: permission of instructor.  
Same as L75 JIMES 415  
Credit 3 units.

L23 Re St 418 Sexuality and Gender in East Asian Religions  
In this course we will explore the role of women in the religious traditions of China, Japan and Korea, with a focus on Buddhism, Daoism, Shamanism, Shinto and the so-called “New Religions.” We will begin by considering the images of women (whether mythical or historical) in traditional religious scriptures and historical or literary texts. We will 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 will include literary and religious texts, historical and ethnological studies, biographies and memoirs, and occasional videos and films. Prerequisites: This class will be 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, will need to obtain the instructor’s permission before enrolling.  
Credit 3 units. A&S IQ: HUM, LCD, SC, SD 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
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 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 tarica. 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 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&S IQ: HUM, LCD, SC, SD EN: H

L23 Re St 425 Zen Buddhism

This course is designed as an exploration of the history, teachings, practices and literature of Zen Buddhism in China (Chan), Korea (Són), 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&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

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 IQ: HUM EN: H

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, SC, SD Arch: HUM Art: HUM EN: H

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 L50 AFAS 438
Credit 3 units. A&S IQ: HUM, LCD EN: H

L23 Re St 4400 Religion, Politics, and the University
This course explores in depth current issues related to pluralism, difference, and belonging in matters pertaining to religion and other important issues, with a particular focus on how these play out in the university context. The instructors, John Inazu and Eboo Patel, are two of the leading national commentators on these issues. Prerequisite: Students enrolling in this class must submit a brief statement of interest (http://law.wustl.edu/COURSES/INAZU/seminar1/summaries) to Professor John Inazu. Same as L57 RelPol 440
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM

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 (halakakh) 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, IS EN: H

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 IQ: HUM Arch: SSP Art: SSP EN: H

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 IQ: HUM, LCD

L23 Re St 479 Senior Seminar in Religious Studies
The topic for this seminar differs every year. Previous topics include Governing Religion; 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 who are 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 IQ: HUM, SD Arch: HUM Art: HUM BU: ETH EN: H

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 JIMES, 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 JIMES 4970
Credit 3 units.

827
L23 Re St 480 Topics in Buddhist Traditions
This course focuses on a selected theme in the study of Buddhism. Please refer to the course listings for a description of the current offering. Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: ETH, HUM EN: H

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 reformation of the "Jewish Question" during the past half-century. Same as L22 History 4942 Credit 3 units. A&S IQ: HUM, LCD Art: HUM

L23 Re St 490 Topics in Islamic Thought
This course focuses on a selected theme in the study of Islam and Islamic Thought. Please refer to the course listings for a description of the current offering. Credit 3 units. A&S IQ: HUM, LCD

L23 Re St 495 Religion and the State: Global Mission, Global Empire
This course explores the complex intersections among U.S. political power on a global stage, and religious institutions and identities. Readings and discussions are organized around two very broad questions. First: How has this nation's history been shaped by religious "others" both inside and outside its borders? Second: How have perceptions of those others in turn affected U.S. responses to circumstances of global consequence — including, for example, foreign policy and diplomacy, missionary activity, and economic practices? Same as L57 RelPol 495 Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

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.

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.

L23 Re St 4993 Advanced Seminar in History: Women and Religion in Medieval Europe
This course focuses on a selected theme in the study of religion from public life. It is specifically designed for students interested in 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 had remained a principal source of the ideology of female inferiority. Same as L22 History 4993 Credit 3 units. A&S IQ: HUM, LCD EN: H

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 IQ: HUM, LCD EN: H

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 IQ: HUM, LCD EN: H

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 Italophone 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 Camaroon; or 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. 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.

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Faculty

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PhD, Princeton University
Prospective Romance languages majors should consult with the director of undergraduate studies of the chosen language as early as possible.

For the French major, please visit the French (p. 468) page.

For the Italian major, please visit the Italian (p. 612) page.

For the Spanish major, please visit the Spanish (p. 841) 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 course 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, or Span 335C or Span 336C).
- One writing-intensive course in either Spanish or Italian or via French 411 (fall only).
• A capstone experience, either by completing Latin Honors or by completing a senior undergraduate seminar during 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 better. 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 grade-point average through the end of the junior year are encouraged to work toward Latin Honors (cum laude, magna cum laude, or 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, the quality of the thesis or critical essays, and the cumulative GPA.

**Minors**

For the minor in French, visit the French (p. 469) page.

For the minor in Italian, visit the Italian (p. 613) page.

For the minor in Spanish, visit the Spanish (p. 843) page.

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**Courses**

**French**

For French courses, visit the French (p. 470) page of this Bulletin.

**Italian**

For Italian courses, visit the Italian (p. 613) page of this Bulletin.

**Portuguese**

For Portuguese courses, visit the Portuguese (p. 781) page of this Bulletin.

**Spanish**

For Spanish courses, visit the Spanish (p. 844) 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 (https://artsci.wustl.edu/russian-language-and-literature-minor) is administered by International and Area Studies (IAS). Students undertaking this minor are encouraged to consider a major in Eurasian studies (p. 602) (through IAS), comparative literature (p. 327) or history (p. 503), 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 (https://history.wustl.edu/people/hillel-j-kieval)  
Gloria M. Goldstein Professor of Jewish History and Thought  
PhD, Harvard University  
(History; Jewish, Islamic and Near Eastern Languages and Cultures)
Majors

There is no major in Russian language and literature. Students interested in Russian are encouraged to consider a major in Eurasian studies (p. 602), comparative literature (p. 327) or history (p. 503), 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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russ 211D</td>
<td>Intermediate Russian</td>
<td>4</td>
</tr>
<tr>
<td>Russ 212D</td>
<td>Intermediate Russian</td>
<td>4</td>
</tr>
<tr>
<td>Russ 322D</td>
<td>Third-Year Russian</td>
<td>3</td>
</tr>
<tr>
<td>Russ 324D</td>
<td>Third-Year Russian</td>
<td>3</td>
</tr>
<tr>
<td>One 300- or 400-level course in Russian literature</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

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

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


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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

L39 Russ 315 Selected Areas for Special Study I: Russian Music
Same as L27 Music 315
Credit 3 units. A&S IQ: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

L39 Russ 332 Russian Theater, Drama and Performance: From Swan Lake to Punk Prayer
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 (Grinboedov, 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, Pavlyensky). 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 BU: IS EN: H

L39 Russ 350C The 19th-Century Russian Novel (Writing Intensive)
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 IQ: HUM, LCD, SD, WI Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM, LCD, SD BU: HUM, IS EN: H

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 IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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 BU: IS EN: H

L39 Russ 375 Topics in Russian Lit and Culture: Madmen or Visionaries? (Writing Intensive)
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. Classroom 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 IQ: LCD, WI BU: IS EN: H

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 such 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

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 IQ: LCD, LS

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 IQ: LCD, LS

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 IQ: LCD, LS

L39 Russ 419 Readings in Russian Literature, 1861 to 1917
Credit 3 units. A&S IQ: LCD

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 IQ: LCD, LS Art: HUM BU: IS

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 IQ: LCD, LS Art: HUM

L39 Russ 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.

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 IQ: HUM, LCD, SD EN: H

Sociology

The Department of Sociology strives to understand the origins and reproduction of social inequality, especially as it relates to issues of pressing public concern. Our particular areas of focus include race/ethnicity, gender, the sociology of work and the workplace, immigration, social movements and economic inequality.

Sociological analysis begins from theoretical perspectives that explain how the structures that organize and govern social systems emerge and change. Our curriculum and research emphasize an understanding of social processes that is well grounded in empirical data on how societies actually function. We also seek to engage with social policies and social institutions to better understand the world in which we live and to help guide social change.

Re-established in 2015 after a hiatus of more than two decades, the department offers undergraduate major and minor programs with wide-ranging course offerings every semester. The curriculum provides students with research tools to examine critical social issues and to apply their understanding of sociology to activities outside the university.

Contact:  
Candace N. Hall  
Phone: 314-935-5790  
Email: hallcn@wustl.edu  
Website: http://sociology.wustl.edu

Faculty

Professors

Timothy Bartley  
Professor  
PhD, University of Arizona

Caitlyn Collins  
Assistant Professor  
PhD, University of Texas at Austin

David Cunningham  
Professor  
PhD, University of North Carolina at Chapel Hill

Steven Fazzari  
Bert A. and Jeanette L. Lynch Distinguished Professor  
PhD, Stanford University

Cynthia Feliciano  
Professor  
PhD, University of California, Los Angeles

Patrick Ishizuka  
Assistant Professor of Sociology  
PhD, Princeton University

Hedwig Lee  
Professor  
PhD, University of North Carolina at Chapel Hill

Mark Rank  
Herbert S. Hadley Professor of Social Welfare  
PhD, University of Wisconsin

John N. Robinson, III  
Assistant Professor  
PhD, Northwestern University

Ariela Schachter  
Assistant Professor  
PhD, Stanford University

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 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 perspectives 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 or honors thesis.

The sections that follow provide a detailed overview of the sociology major, with an emphasis on providing answers to many of the questions likely to arise at each stage as well as serving as a guide to related opportunities available to our majors and minors.

Requirements:
The major requires the successful completion of 10 courses, distributed as specified below. Courses that satisfy major requirements must be completed with a letter grade of C- or better. (Courses taken on a pass/fail basis do not satisfy requirements.)

Requirements:
The major requires the successful completion of 10 courses, distributed as specified below. Courses that satisfy major requirements must be completed with a letter grade of C- or better. (Courses taken on a pass/fail basis do not satisfy requirements.)

- **Introductory requirement** (6 credits total): Any two 200-level sociology courses (Students may substitute an upper-level sociology course for one of their two introductory courses with the written approval of their major adviser.)
- **Theory requirement** (3 credits): SOC 3001 Social Theory
- **Methods requirement** (6 credits): SOC 3030 Introduction to Research Methods and SOC 3050 Statistics for Sociology
- **Upper-level sociology electives** (15 credits): Any five 300- or 400-level seminar courses. An independent learning course (i.e., independent research or an internship) can fulfill one of these five elective course requirements.
- **Sociology in action** (non-credit bearing):
  All majors are required to attend a minimum of five department-sponsored events. (This cocurricular 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.
- **Capstone**: Majors will choose any one of the following options:
  - **Capstone paper tied to an upper-level course** (1 credit):
    Students electing this option may align the research paper with any upper-level sociology course taken during or prior to the semester in which they undertake this accompanying capstone paper. Capstone research papers typically are 10 to 15 pages in length and represent some application of course content to a related topic developed by the student in consultation with the instructor. Students interested in this option should register for the section of SOC 4900 Capstone Paper for Sociology Majors assigned to the relevant instructor, who will then do the following: (1) approve the capstone paper topic at the outset of the semester; (2) be available for consultation at all stages of the project; (3) assign a final grade for this 1-credit course; and (4) upon completion of the paper, certify the final product as fulfilling the capstone requirement. Students should schedule a meeting with the relevant instructor at the start of the semester (i.e., prior to the end of the add/drop period) to obtain the required approval for enrollment in SOC 4900 and to discuss the paper.
  - **Internship** (2 credits): Students electing to complete a field internship are able, in consultation with their internship adviser, to identify and select a position with an organization of their choosing. For help identifying options in St. Louis, we recommend that students reference the Gephardt Center’s internship opportunities listings (https://gephardtinstitute.wustl.edu/for-students) as well as the Career Center’s CAREERlink database (https://careercenter.wustl.edu/tools/careerlink/Pages/Students.aspx). Over time, our department website will also provide resources for connecting with local organizations in need of student interns with a background in sociology. Capstone internships are intended to integrate and apply the knowledge gained in the classroom to community and organizational settings. As such, students are required to identify a faculty adviser of their choosing to approve and oversee the experience in consultation with the on-site internship manager. (Note that the internship adviser need not be the same as the student’s major adviser.)
  - To receive credit for the internship, students should first obtain approval for the proposed experience in advance of the internship start date from their preferred internship adviser, who will then provide the required permission to enroll in the adviser’s assigned section of SOC 4910 Internship in Sociology. Students should complete and file an Internship Learning Agreement (PDF) (https://wustl.box.com/s/em9gj5qc8arvoel3j7jgfwapak42tyk) with the department no later than two weeks after the first day of the internship. The university stipulates 45 hours of work for each academic credit earned, so students will need to complete at least 135 internship hours — along with a series of reflective assignments arranged in consultation with their adviser — to fulfill the capstone requirement.
Minors

The Minor in Sociology

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 minor requirements.

Courses


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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 IQ: SSC, SC, SD Arch: SSC Art: 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 IQ: SSC, SC, SD 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, SC, SD BU: BA 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 Arch: SSC Art: SSC BU: BA EN: S

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**L40 SOC 2520 Inequality By Design: Understanding Racial/ Ethnic Health Disparities**
This course critically examines health status and health care disparities among racial/ethnic minority groups in the United States. The course will utilize sociological, demographic, epidemiological, and psychological concepts to introduce students to racial/ethnic health disparities research. Students will
have exposure to the descriptive demography and epidemiology of health indicators across population groups as well as to the theories used to understand and explain racial/ethnic-health disparities. In particular, the course will examine the ways in which multiple forms of interpersonal and institutional discrimination, neighborhood and community factors, and inequalities in socioeconomic status influence health behaviors, access to health care services, and health status outcomes across racial/ethnic groups. Concepts such as acculturation, patient preferences, provider congruence, and cultural competence will also be explored in this course. Finally, students will be challenged to use the theories and frameworks introduced in this course to develop and present policy approaches to address racial/ethnic disparities in health and health care in the United States.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 2580 Families and Social Inequality
Families have changed dramatically in recent decades in the United States. Dual-earner families, single parents, cohabiting families, and blended families are now common in the contemporary family landscape. The prevalence of increasingly diverse and complex family configurations varies substantially by social class, race and ethnicity, and gender. Men's and women's work and family lives have also become more similar over time, but gender inequalities in child care remain significant. Drawing on insights from sociology, demography, and economics, this course aims to understand the causes and consequences of social inequalities in family life. We focus primarily on the contemporary U.S. context, but we will also explore historical and cross-national variations in families. The course also considers the role of social policy in affecting inequalities.

Credit 3 units. A&S IQ: SSC, SC BU: BA

L40 SOC 2710 First-Year Seminar: Beyond the Melting Pot: Life in Immigrant America
This course uses a sociological lens to explore contemporary immigration to the United States. The more than 43 million immigrants living in the United States today come from across the globe. Their reasons for migrating to the United States are complex, as are the laws, policies, and social structures they must navigate before and after their arrival. During the first half of the course, we will get to know Mexican immigrants who split their lives between Brooklyn and their small hometown in Mexico; fourth-generation Chinese Americans who are still asked, "Where are you from?"; and West Indian immigrants forced to confront a U.S. racial order in which they are defined by their Blackness. During the second half of the course, we will learn about Iranian-American youth navigating life in post-9/11 America and the challenges of becoming a young adult when you learn you lack any legal status. Who are these immigrants? Why and how did they come here? How well are they and their children integrating into American society? Reading will be drawn from sociological research that opens windows into the lives of immigrants in America. Students will also conduct their own hands-on research to better understand life in immigrant America.

Credit 3 units. A&S: FYS A&S IQ: LCD, SSC, SC EN: S

L40 SOC 2910 Alternative Facts: An Introduction to the Social Construction of Reality
Introduction to the concept of social construction — the idea that our "objective" reality is shaped by our social positions and through social interactions. Recent political events and social conflicts highlight deep divisions in American society, raising critical questions about the media and objectivity (e.g., alternative facts and "fake" news), networks and segregation (e.g., who talks to whom), who gets to decide what is viewed as "truth," and the role of researchers and academia in combating (or contributing to) misinformation. This course explores these questions with a sociological lens. We will use foundational sociological theories to learn how to recognize the existence of multiple realities, and consider the implications of social constructionism for key domains of everyday life, American politics, and the production of knowledge. We will also discuss the ways that cutting-edge technological innovations and academic research can — or cannot — help us distinguish facts from "alternative" facts. Introductory level, no prerequisites.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 301B Individual and Community
Same as L98 AMCS 301B
Credit 3 units. A&S IQ: SSC, SD BU: BA, ETH, IS EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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: NSM, AN Arch: NSM Art: NSM

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
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 IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 3330 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, SC, SD Arch: SSC Art: SSC BU: BA EN: S

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, SC, SD Arch: SSC Art: SSC BU: BA EN: S

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.

L40 SOC 352 Topics in Sociology: Growing Up Poor Across America — An Application of Sociological Reasoning to Data
Advanced seminar on poverty in America, with a special focus on exploring relevant data. The American Dream is built around the idea that anyone, regardless of his or her origins, can have a fair start in life. Yet recent research shows that the promise of the American Dream is uneven across the nation. Poor children growing up in San Jose, CA are three times more likely to escape poverty than those in Charlotte, NC. What might be driving these geographic differences in opportunities for low-income youth? We will investigate factors that might drive these differences by working with interesting data. We will explore cutting-edge research on poverty and mobility in America to develop our own research questions. We will also develop the computational and statistical skills to put our ideas into practice by learning to manipulate data and make graphs that communicate our findings effectively. The ultimate goal of this course is to learn to connect sociological reasoning and understanding of poverty and inequality with data analysis. Prerequisite: introductory course in sociology or consent of the instructor; Introduction to Research Methods (SOC 3030) and/or an introductory statistics course (SOC 3050 or equivalent) are encouraged.
Credit 3 units. BU: BA

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, SC, SD Arch: SSC Art: SSC BU: BA EN: S

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.

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.

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 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.

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.

L40 SOC 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.

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.

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.

L40 SOC 4810 Global Structures and Problems
This course examines social problems around the world and their relationship to globalization — that is, the increasing connectedness of social and economic life across borders. We will look at a range of problems — such as environmental degradation, labor exploitation, human rights abuses, ethnic conflict, poverty, and inequality — and their links to both personal experiences and larger social structures. The course is premised on the idea that to understand current global social problems, we have to understand the evolution of markets, states, civil society and social movements, gender hierarchies, ethnic categories, and global governance over the past century.
Credit 3 units.

L40 SOC 4900 Capstone Paper for Sociology Majors
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.

L40 SOC 4901 Sociology Honors Thesis
Independent work linked to the sociology honors thesis. Successful completion of the thesis paper satisfies the capstone requirement for the sociology major. Open to sociology majors only; register for the section assigned to the faculty supervisor. Prerequisite: 3 credits of Sociology 4900 in the prior semester, with approval by the faculty supervisor to advance the thesis project. Credit 3 units. A&S IQ: SSC EN: S

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.

L40 SOC 4950 Research in Sociology
Independent research on a sociological topic directed by a faculty member from the Department of Sociology. The student and the supervising professor will agree in writing on the course goals, requirements, readings, assignments, meeting schedule, and evaluation criteria. The written agreement must be submitted to the department undergraduate administrator before registration will be authorized. Credit variable; maximum 3 units. May be repeated one time for credit with the approval of the supervising professor. Credit variable, maximum 3 units.

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 to the modern novels by prize-winning authors and the world of film, the Spanish faculty of the Department of Romance Languages and Literatures guides Spanish students into the unexpected territories of Europe and Latin America, which 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, both of 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 make 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, and these include summer programs in Peru 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 about the Spanish major and minor (https://rll.wustl.edu/spanish), visit our website.

Contact: Javier García Liendo
Phone: 314-935-5175
Email: jgarcialiendo@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. 829) page.

Majors
The Major in Spanish
Required units: 27-30

The Spanish major requires a minimum of 30 units (second majors: 27 units) at the 300 level or above, of which 21 units must be taken in residence. Study within 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 Courses (6 units)
- Span 307D Spanish Level IV: 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 they may take 308E and their first 300-level survey (listed below) concurrently.
Three Literature Survey Courses (9 units)
Three of the following courses, including one Peninsular and one Spanish-American course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Span 341</td>
<td>Literary and Cultural Studies in Spanish</td>
<td>3</td>
</tr>
<tr>
<td>Span 342</td>
<td>Iberian Literatures and Cultures</td>
<td>3</td>
</tr>
<tr>
<td>Span 343</td>
<td>Latin American Literatures and Cultures</td>
<td>3</td>
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Study Abroad:

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<tr>
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<tbody>
<tr>
<td>Span 354</td>
<td>A View from the Southern Cone: Perspectives on Art, Literature and Culture (Chile)</td>
<td>3</td>
</tr>
<tr>
<td>Span 3341</td>
<td>Spanish Literature II in Chile/Spain (Spain)</td>
<td>3</td>
</tr>
<tr>
<td>Span 3361</td>
<td>Spanish-American Literature II in Chile/Spain (Spain/Chile)</td>
<td>3</td>
</tr>
</tbody>
</table>

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 the following list:

<table>
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<tbody>
<tr>
<td>Span 370</td>
<td>Introduction to Hispanic Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>Span 380</td>
<td>Topics in Hispanic Cultures</td>
<td>3</td>
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<tbody>
<tr>
<td>Span 3181</td>
<td>Spanish Culture and Civilization</td>
<td>3</td>
</tr>
<tr>
<td>Span 311</td>
<td>Hispanic Culture and Civilization I (summer in Madrid)</td>
<td>3</td>
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<tr>
<td>Span 313</td>
<td>Chilean Contemporary Culture (Chile)</td>
<td>3</td>
</tr>
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</table>

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 in the 2016-17 academic year, 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 taken on campus
- Approved 400-level course from the Madrid or Chile program (refer to the Study Abroad guidelines [https://rll.wustl.edu/study-abroad-opportunities](https://rll.wustl.edu/study-abroad-opportunities) on our website)

Elective Courses (two for single majors; one for double majors)

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<tbody>
<tr>
<td>Span 324</td>
<td>Conversation in Cinema (Span 324 is the only University College course that can count as elective credit for the major and minor)</td>
<td>3</td>
</tr>
<tr>
<td>Span 331</td>
<td>Hispanic Art/Arte Hispano</td>
<td>3</td>
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<tr>
<td>Span 351</td>
<td>Business Spanish</td>
<td>3</td>
</tr>
<tr>
<td>Span 353</td>
<td>Medical Spanish</td>
<td>3</td>
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</tbody>
</table>

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 credit from Petitioned, Organization for Tropical Studies, School for International Training, or Comparative Literature programs (refer to the Study Abroad guidelines [https://rll.wustl.edu/study-abroad-opportunities](https://rll.wustl.edu/study-abroad-opportunities) on our website)
- Spanish courses completed (and approved) from Study Abroad programs other than those offered 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 the Honors Requirements (https://rll.wustl.edu/degree-details-and-requirements) on our website). 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 and Span 411
3. A semester or year in Spain or Chile

Recommended for prospective graduate students:
1. A second language related to the student's area of interest
2. Advanced work in other literatures, literary criticism and theory, and related course work in other literature or film programs
3. A year in Spain or Chile
4. Senior Honors by thesis or course work (refer to the Honors Requirements (https://rll.wustl.edu/degree-details-and-requirements) on our website). Students who have maintained a minimum cumulative grade-point average of at least 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 on a pass/fail basis do not count toward the Spanish minor.

Required Courses

Advanced Grammar and Composition Courses (6 units)

• Span 307D Spanish Level IV: 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 to take Spanish 308E before registering for the 300-level survey classes, but they may take 308E and their first 300-level survey concurrently.

Two Literature and Culture Survey Courses (6 units)

Two of the following courses, including one Peninsular and one Spanish American course:

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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 Romance Languages and Literatures 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 units)

One of the following courses:
L38 Span 201D 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 IQ: LCD, LS BU: HUM EN: H

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 IQ: LCD, LS BU: HUM EN: H

L38 Span 222 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 IQ: LCD BU: HUM EN: H

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. Art: HUM BU: IS EN: H

L38 Span 246 First-Year 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: FYS A&S IQ: HUM, LCD BU: SD BU: IS EN: H

L38 Span 247 First-Year 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: FYS A&S IQ: HUM, LCD BU: ETH EN: H

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 infuse the aesthetics of contemporary Latin American cultural expression. In English. Credit 3 units. BU: IS

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 IQ: HUM, LCD EN: H

L38 Span 299 Undergraduate Independent Study
Prerequisites: Span 201D and permission of the department. Credit variable, maximum 3 units.
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 IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

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.

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 IQ: HUM, LCD Arch: HUM BU: IS EN: H

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 IQ: LCD EN: H

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 Vandera'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.

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 Gaudí. 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 IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

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

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

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 sueno, La dama boba and short narratives by Cervantes and Maria 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 IQ: HUM, LCD, LS, SD BU: IS EN: H

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 IQ: HUM, LCD, LS, SD BU: HUM EN: H

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

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 IQ: HUM, LCD, LS Art: HUM BU: IS

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

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, 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 or permission of instructor; concurrent enrollment in Span 308E is allowed; completion of Span 308E is recommended. In Spanish. Credit 3 units. A&S IQ: HUM, LCD, LS EN: H

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 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 political and cultural frames 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, Galindo, 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.

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, Galindo, 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.

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
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 IQ: HUM, LCD, LS, SD Arch: HUM Art: HUM BU: IS EN: H

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 IQ: HUM, LCD, LS, SD Arch: HUM Art: HUM BU: IS EN: H

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. Art: HUM

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 IQ: HUM, LCD Art: HUM

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 Agustí, 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. Art: HUM BU: IS

L38 Span 3502 Spanish-American Short Novel

Credit 3 units. Art: HUM BU: HUM

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 unravelling 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. Art: HUM

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 Gaite, Juan Benet, José María Merino, Luis Mateo Díez, Esther Tusquets, Cristina Fernández Cubas, Soledad Puértolas, Javier Marías, Antonio Muñoz Molina and Marina Mayoral. Prerequisites: Spanish 307E; concurrent registration in Span 308D is recommended. Paper, midterm and final exams. In Spanish.
Credit 3 units. Art: HUM

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. Art: HUM

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. Art: HUM

L38 Span 351 Business Spanish
Study of language and structures used in conducting business in the Spanish 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 IQ: LCD BU: HUM EN: H

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 IQ: LCD BU: HUM EN: H

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 IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

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

L38 Span 356 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

L38 Span 360 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.

L38 Span 3601 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 IQ: LCD BU: HUM EN: H

L38 Span 3606 Women Writers of Early Modern Spain
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 IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L38 Span 370 Intensive Translation for Graduate Students I
Designed to help graduate students in the humanities, social and natural sciences fulfill their PhD language requirement, this is the first part of a two-semester course sequence in reading and translating Spanish. Non-graduate students may enroll with permission of the department. Must be followed by Span 401.
Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L38 Span 370 Intensive Translation for Graduate Students II
Designed to help graduate students in the humanities, social and natural sciences fulfill their PhD language requirement, this is the second part of a two-semester course sequence in reading and translating Spanish. Non-graduate students may enroll with permission of the department. Credit for Span 400 is contingent on completion of Span 401.
Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L38 Span 401 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
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 IQ: HUM, LCD Arch: HUM Art: HUM EN: H

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. Art: HUM

L38 Span 407 Seminar in Spain: Cultural Encounters
The Spanish, Latinos and non-Hispanic North American vis-a-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.

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.

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 Arch: HUM Art: HUM EN: H

L38 Span 411 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.

L38 Span 412 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.

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
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 IQ: SSC BU: BA EN: S

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 IQ: LCD BU: IS EN: H

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 IQ: HUM, SC, SD Arch: HUM Art: HUM EN: H

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.

L38 Span 421 Argentinean Literature
Credit 3 units. A&S IQ: HUM, LCD EN: H

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. Art: HUM

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 Celestina y Melibea, also called Celestina. We also read a selection of texts that were influenced by Celestina and examine how their authors re-created 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.

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 (Lisspector/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 (Artt/Deleuze/Sorin/Virilio/Sitrin/Sassen/Bolaño/Zizek). Readings may include: Piglia, Foucault, Agamben, Artt, 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 IQ: HUM, LCD EN: H
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 IQ: HUM, LCD EN: H

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.

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 be studied are Ricardo Piglia, Fernando Vallejo, Joge Franco, Roberto Bolano, Mario Mendoza, Laura Restrepo, Evelyn Rosero, Santiago Roncagliolo, Alonso Cueto, Martin 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 IQ: HUM, LCD EN: H

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. Art: HUM

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, Rufio, 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. Art: HUM

L38 Span 4283 Latin American Essay
This class offers an overview of the most acclaimed Spanish-American essays from the colonial period to the present. Through theoretically informed approach, this course offers an overview of the most acclaimed Spanish-American essays 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. Art: HUM

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. Art: HUM

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, Marti, Rodé, Paz, Freire, Ortiz, Sabato, H.A. Muren. 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 IQ: HUM, LCD Art: HUM
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 only. In Spanish. Credit 3 units. A&S IQ: HUM, LCD Art: HUM

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. Art: HUM

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, Pizzarnik, 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 IQ: HUM, LCD Art: HUM

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 problems 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 IQ: HUM, LCD Art: HUM

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. Art: HUM

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.

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 (Ellit, Fuquet, 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 IQ: HUM, LCD Art: HUM

L38 Span 437 Latin American Prose Fiction: 1975 to the 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. Art: HUM

L38 Span 442 Literature and Revolution
Credit 3 units. A&S IQ: HUM, LCD EN: H

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 Sanjínés’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 IQ: HUM, LCD EN: H

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. Art: HUM

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. Art: HUM

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 IQ: HUM, LCD Arch: HUM Art: HUM

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 Littín, 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.

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 IQ: HUM, LCD BU: IS

L38 Span 450C Advanced Seminar Abroad in Spanish and Latin American Literature
Credit 3 units.

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 IQ: HUM, LCD Art: HUM

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. Art: HUM

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 legitimation 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.
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.

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.

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 Castillian 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 IQ: HUM, LCD Art: H

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 after Franco’s death and continue to write into the new century. Includes study of selected plays, as both texts and performances. 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 IQ: HUM, LCD: Art: HUM

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 IQ: HUM, LCD Art: HUM

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. Art: HUM

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 Diálogo de la injuria, Lazarrillo 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 IQ: HUM, LCD Art: HUM

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 Garci Alonso 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. Art: HUM

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 buscon). We also examine the figure of the picaro 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. Art: HUM

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 buscon, 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. Art: HUM

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 IQ: HUM EN: H

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 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.
Credit 3 units. A&S IQ: LCD BU: BA EN: H

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. Art: HUM

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 IQ: HUM, LCD

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 IQ: SSC EN: S

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 IQ: HUM, LCD Art: HUM

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 IQ: HUM, LCD Art: HUM

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 Zorrilla. 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. Art: HUM

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 Garcia, Diego Luna), directing (Guillermo del Toro, Alfonso Cuaron, Alejandro González Iñarritu), 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 IQ: HUM, LCD EN: H

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. Art: HUM

L38 Span 479 Generation of 1898: Theater and Poetry
Analysis of works by Azorín, Unamuno, Baroja, Maeztu and Valle-Inclan. 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. Art: HUM

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. Art: HUM

L38 Span 481 Modern Drama
Readings from 19th- and 20th-century playwrights such as Zorrilla, Benavente, Valle-Inclan, 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. Art: HUM

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 IQ: HUM, LCD EN: H

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 IQ: HUM, LCD Art: HUM

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 IQ: HUM, LCD, SD EN: H

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 Joaquin...
L38 Span 489 Cities of the Past Future: Literary Institutions & Peripheral Modernity in the Latin American Avant-Garde

This course 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 esteticistas 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 "antropophagia" 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 Mapleses Arce, Jorge Cuesta, Xavier Villaumutia, Jorge Luis Borges, Oliverio Girondo, Roberto Arlt, Mario de Andrade, Oswald de Andrade, Manuel Bandeira, Cásar 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/culture courses taught in Spanish. One-hour preceptorial for undergraduates only. In Spanish.
Credit 3 units. A&S IQ: HUM, LCD EN: H

L38 Span 492 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, Gutiérrez Díaz), 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 IQ: LCD EN: H

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 Fernandez Cubas, Rosa Montero, Soledad Puertas and Carme Riera), as well as the more recent crop of writers who emerged on the literary scene in the past decade (Nuria Amat, Lucia Elberth). 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. Art: HUM

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. Art: HUM
L38 Span 499 Contemporary Spanish Novel II: 1965 to Present
A study of modern novels by established authors, such as Benet, Goytisolo and Martín Galué, 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. Art: HUM

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 it is designed for students interested in exploring topics related to typical and disordered human communication. The required 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 psychological and brain sciences, education, philosophy-neuroscience-psychology (PNP) and linguistics, but it has broad applicability for many fields of study. Courses completed as part of this minor can also be used to fulfill the total unit 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 and does not otherwise fulfill any Arts & Sciences distribution requirements.

Contact: William W. Clark
Phone: 314-747-0104
Email: 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
Amanda Ortmann (https://pacs.wustl.edu/people/amanda-j-ortmann-phd)
Assistant Professor of Audiology and Communication Sciences; Assistant Professor of Otolaryngology
PhD, University of Pittsburgh

Director of Deaf Education Studies
Heather Grantham (http://pacs.wustl.edu/our-faculty/heather-hayes-phd)
Associate Professor of Audiology and Communication Sciences; Associate Professor of Otolaryngology
PhD, Washington University

Faculty and Staff List
For a full list of faculty and staff, please visit our website.
(https://pacs.wustl.edu/our-faculty-2)

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 study in the fields of audiology, deaf education, and speech and hearing sciences, which lead to the following degrees: Doctor of Audiology (AuD), Master of Science in Deaf Education (MSDE), and Doctor of Philosophy (PhD)—Speech and Hearing Sciences.

Minors
The Minor in Speech and Hearing
Total units required: 15

Required course:
• Educ 234 Introduction to Speech and Hearing Disorders

Elective courses:
At least four of the following, totaling at least 12 units:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>PACS 401</td>
<td>Anatomy and Physiology of Speech and Hearing</td>
<td>3</td>
</tr>
<tr>
<td>PACS 421</td>
<td>Introduction to Electroacoustics</td>
<td>3</td>
</tr>
<tr>
<td>PACS 424</td>
<td>Speech and Hearing Sciences</td>
<td>1</td>
</tr>
<tr>
<td>PACS 4301</td>
<td>Sign Language I</td>
<td>2</td>
</tr>
<tr>
<td>PACS 4302</td>
<td>Sign Language II</td>
<td>2</td>
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<tr>
<td>PACS 434</td>
<td>Typical Language Development</td>
<td>3</td>
</tr>
<tr>
<td>PACS 543</td>
<td>Survey of Speech and Language Disorders</td>
<td>2</td>
</tr>
<tr>
<td>PACS 544</td>
<td>Clinical Observation and Methods in Speech-Language Pathology</td>
<td>3</td>
</tr>
<tr>
<td>PACS 5601</td>
<td>Clinical Audiology I</td>
<td>3</td>
</tr>
<tr>
<td>Educ 408</td>
<td>Education and Psychology of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>Psych 433</td>
<td>Psychology of Language</td>
<td>3</td>
</tr>
<tr>
<td>Ling 170D</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>Ling 312</td>
<td>Phonetics</td>
<td>3</td>
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Additional Information

Because 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 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 that are not listed here may be allowed, with advance approval of the minor adviser, based on the student's individual areas 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 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

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.

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.

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.

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.

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.

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.

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.

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.

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.
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 3 units.

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.

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. Credit 7 units.

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.

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. Prerequisite: Permission of department required. Credit 4 units.

M89 PACS 4526 Literacy Lab: A Focus on Typical and Atypical Learners
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 2 units.

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.

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.

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.

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.

M89 PACS 4611 Practicum in Audiology
Supervised practicum in audiology. Prerequisite: permission of department required. Credit 1 unit.

M89 PACS 4612 Practicum in Audiology
Supervised practicum in audiology. Prerequisite: permission of department required. Credit 1 unit.

M89 PACS 4613 Practicum in Audiology
Supervised practicum in audiology. Prerequisite: permission of department required. Credit 3 units.

M89 PACS 4621 Practicum in Audiology
Supervised practicum in audiology. Prerequisite: permission of department required. Credit 2 units.

M89 PACS 4622 Practicum in Audiology
Supervised practicum in audiology. Prerequisite: permission of department required. Credit 2 units.

M89 PACS 4623 Practicum in Audiology
Supervised practicum in audiology. Prerequisite: permission of department required. Credit 4 units.

M89 PACS 4631 Practicum in Audiology
Supervised practicum in audiology. Prerequisite: permission of department required. Credit 2 units.

M89 PACS 4632 Practicum in Audiology
Supervised practicum in audiology. Prerequisite: permission of department required. Credit 2 units.

M89 PACS 4633 Practicum in Audiology
Supervised practicum in audiology. Prerequisite: permission of department required. Credit 6 units.

M89 PACS 4641 Clinical Externship in Audiology
Clinical externship in audiology (on campus). Prerequisite: permission of department required. Credit 9 units.

M89 PACS 4642 Clinical Externship in Audiology
Clinical externship in audiology (on campus). Prerequisite: permission of department required. Credit 9 units.

M89 PACS 4651 Clinical Externship in Audiology
Clinical externship in audiology (off campus). Prerequisite: permission of department required. Credit 9 units.

M89 PACS 4652 Clinical Externship in Audiology
Clinical externship in audiology (off campus). Prerequisite: permission of department required. Credit 9 units.

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.

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.

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.

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.

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 1 unit.

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.

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.

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.

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.

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.

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.

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.

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 2 units.

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.

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.

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.

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.

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.

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. Prerequisite: permission of department required. Credit 1 unit.

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.

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.

M89 PACS 5651 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. Credit 4 units.

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. Prerequisite: permission of department required. Credit 3 units.

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. Prerequisite: permission of department required. Credit 3 units.

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.

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.

M89 PACS 5700 Capstone Project
Independent work on the Capstone Project. Prerequisites: Permission of department required. Credit variable, maximum 6 units.

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.

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 3 units.

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.

M89 PACS 577 Research in Speech and Hearing
Prerequisites: Permission of department required. Credit variable, maximum 12 units.

M89 PACS 587 Dissertation Research
Prerequisites: Permission of department required. Credit variable, maximum 12 units.

M89 PACS 597 Mentored Teaching Experience in Speech and Hearing
Mentored teaching experience as a graduate teaching assistant. Under faculty supervision, credit may be earned through instruction of undergraduate or graduate students in courses offered by PACS. Credit variable, maximum 12 units.

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 — who are indeed our nation’s future leaders — for the challenge of solving these issues. We help students to research and investigate such issues as the evolving patterns of metropolitanism and the necessity for central city reconstruction; the problems associated with gentrification, urban sprawl and affordable housing; the 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. All available social indices suggest that such domestic issues in our central cities will only increase in significance during the years ahead. The fact that many of the aforementioned issues are deeply embedded in the cities of the world allows students in the Urban Studies program to focus not just on domestic cities but on global cities as well.

Urban studies is a stand-alone major. Current students in the program are jointly pursuing study 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 with the social, political and economic dilemmas facing the world's cities with intellectual rigor, integrity, sensitivity and compassion. The program draws faculty and course work from various academic units, including Arts & Sciences, the Brown School (Social Work and Public Health), the School of Law, and the College of Architecture at the Sam Fox School of Design & Visual Arts. To complement our course work, the Urban Studies program accepts internships that are based locally, nationally or internationally, with appropriate support documents.

Contact:  Carol Camp Yeakey  
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Faculty

Founding Director
Carol Camp Yeakey  (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  
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Professors
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Dunbar–Van Cleve Professor in Arts & Sciences  
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Steven Fazzari  (http://economics.wustl.edu/people/steve_fazzari)  
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(Economics)

James L. 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)

Bruce Lindsey  (https://samfoxschool.wustl.edu/directory/39)  
E. Desmond Lee Professor for Community Collaboration, Sam Fox School of Design & Visual Arts  
MArch, Yale University  
(Architecture)

William R. 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)  
Henry H. Oberschelp Professor of Law  
JD, University of Missouri  
(Law)

Timothy H. Parsons  (https://history.wustl.edu/people/timothy-parsons)  
PhD, Johns Hopkins University  
(History)
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: UREST 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 the requirements of the nonresidential components, majors are strongly encouraged to declare by their third semester in residency.*

**Additional Information**

**Study Abroad:** The program offers study abroad opportunities in conjunction with the International Urban Scholars Study Abroad Program through Oxford University, the London School of Economics and Political Science, the 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 during 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:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>URST 299</td>
<td>The Study of Cities and Metropolitan America</td>
<td>3</td>
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**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 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.

**Additional Information**

The minor in urban studies facilitates the study of urbanization across the globe from multiple disciplinary perspectives. It 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**


**L18 URST 101 First-Year Seminar: 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: FYS A&S IQ: SSC, SC, SD Arch: SSC A&S BU: BA EN: S

**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 IQ: HUM, LCD, SD Art: CPSC, HUM BU: HUM EN: H
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 IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC
BU: BA, HUM EN: S

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L18 URST 2091 First-Year 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 will examine how men and women, rich and poor, and 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: FYS A&S IQ: HUM, LCD, SD BU: HUM, IS

L18 URST 230 Topics in Urban America: The Sensory Landscape of the American City
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 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. BU: BA, HUM

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 IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

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 IQ: SSC EN: S

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.

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 IQ: SSC, SC, SD Arch: SSC Art: CPSC, SSC BU: BA EN: S
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 IQ: HUM, SD Arch: HUM Art: HUM BU: BA, HUM EN: H

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

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; and how such key human characteristics as intelligence, motivation and academic achievement can be measured. Offered fall and spring semesters.
Same as L12 Educ 304
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 IQ: HUM, SD Arch: HUM Art: HUM BU: BA HUM

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 IQ: NSM, AN, SD Arch: NSM Art: NSM BU: SCI

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 IQ: HUM, SD BU: BA EN: H

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.
Same as L12 Educ 313B
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L18 URST 3141 Sociolinguistics, 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 will engage with the perceived disjuncture between homes, communities, and schools in an era of higher literacy standards, local literacies, and community knowledge. We will 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 IQ: HUM, SC, SD BU: BA EN: H

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 IQ: LCD, SSC Arch: SSC Art: SSC BU: BA IS EN: S

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.
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 IQ: SSC; Arch: SSC; Art: SSC; BU: BA EN: S

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 IQ: LCD; Arch: SSC; Art: SSC; BU: IS EN: H

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 IQ: LCD; Arch: SSC; Art: SSC; BU: ETH EN: S

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 IQ: SSC; Arch: SSC; Art: SSC; BU: BA EN: S

L18 URST 3332 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 IQ: HUM; LCD Arch: HUM Art: HUM BU: IS EN: H

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 IQ: SSC; Arch: SSC; BU: BA

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

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 IQ: SSC; Arch: SSC; Art: SSC; BU: ETH EN: S
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 IQ: LCD, SSC Arch: SSC Art: CPSC, SSC BU: ETH. IS EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 Sc 3551
Credit 3 units. A&S IQ: SSC BU: BA EN: S

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 IQ: HUM, SC, SD BU: BA EN: S

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 IQ: SSC Art: SSC BU: IS EN: S

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 JIMES 361
Credit 3 units. A&S IQ: HUM EN: H

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 IQ: LCD, SSC Arch: SSC Art: SSC BU: SCI EN: S

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 IQ: HUM, LCD Art: HUM BU: HUM

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 IQ: HUM, SC, SD BU: BA, HUM EN: H

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 IQ: NSM Art: NSM BU: SCI

L18 URST 375 Topics in Urban Studies
Prerequisites: URST 299 and junior standing.
Credit 3 units.

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, SC, SD Arch: SSC Art: CPSC, SSC BU: BA EN: S

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 IQ: HUM, SD EN: H

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 IQ: NSM Arch: NSM Art: NSM

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 IQ: LCD, SSC Art: SSC EN: S

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 IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

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. 

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.

L18 URST 403 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 IQ: SSC, SD Arch: SSC Art; SSC EN: S

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.

L18 URST 4044 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 IQ: LCD, SSC Arch: SSC Art; SSC BU: IS Western society

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 IQ: SSC, WI EN: S

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 IQ: LCD, SSC Arch: SSC Art; SSC EN: S

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 IQ: SSC EN: S
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-ecologies that shape 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 IQ: LCD, SSC Art: SSC EN: S

L18 URST 4188 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 IQ: SSC EN: S

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 IQ: SSC EN: S

L18 URST 4261 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.
Same as L12 Educ 4621
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

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 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 IQ: HUM BU: HUM EN: H

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 IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

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 IQ: LCD, SSC Art: SSC EN: S

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 IQ: SSC, EN: S

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 IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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 IQ: SSC Arch: SSC Art: SSC BU: BA, ETH EN: S

L18 URST 455 Topics in Urban Studies
Prerequisites: URST 299 and senior standing.
Credit 3 units.

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 IQ: SSC Arch: SSC Art: SSC EN: S

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 IQ: HUM, SD, WI Art: HUM EN: H

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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S UColl: ACS, SSC

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 IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

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
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 IQ: SSC Arch: SSC Art: SSC EN: S

L18 URST 476 The City in American Arts and Popular Culture, 1910-1940
From the mid-19th century forward, artists, writers, sociologists, and cultural critics have identified the city as the primary site of a vast array of historical changes associated with modernization. This course will explore the range of cultural responses to the new 20th-century city up to World War II. The American city was seen as both an incubator of difference, and of mass conformity and manipulation; a dynamic space in which to form fluid networks that catalyzed new forms of creativity, and a place of strangers and social alienation. We will trace the history of these polarized responses in the 20th-century arts and literature of the city, looking at the vibrant popular culture of film, vaudeville, and cross-dressing; new aesthetic forms such as collage and expressionism; and new urban subjects. 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 IQ: HUM Art: AH, CPSC, GFAH, HUM BU: HUM EN: H

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.

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 IQ: HUM, LCD Art: HUM EN: H

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 IQ: SSC Arch: SSC Art: SSC EN: S

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 IQ: SSC Arch: SSC Art: SSC EN: S UColl: ACS

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 to 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 IQ: SSC, SD EN: S

L18 URST 498 Senior Capstone: Seminar in Urban Studies
Credit 3 units.
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 IQ: LCD, SC EN: H

L18 URST 499 Independent Work for Senior Honors
Credit variable, maximum 3 units. EN: S

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. EN: S

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, inequity 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 IS0 INTER D 4992
Credit 3 units. A&S IQ: LCD, SC EN: H

Women, Gender, and Sexuality Studies
Faculty and students in the Department of Women, Gender, and Sexuality Studies use an interdisciplinary approach to examine the construction of women, gender, and sexuality throughout the world. The interdisciplinary research and training in our department position people to be thought leaders and agents in addressing inequality in all of its forms. Our graduates have gone on to work in fields such as business, entertainment, law, medicine and social work. This community of scholars and activists is committed to doing the critical work of reimagining and producing a more inclusive future.

Among the first of its kind 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.

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 cocurricular organizations available to undergraduates, including Students for Choice, Uncle Joe's Peer Counseling, LIVE, Student Forum on Sexuality, SARAH, Pride Alliance WU, and the Representation Project.

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Faculty
Chair
Mary Ann Dzuback
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; Feminist Studies)

Core Faculty
Barbara Baumgartner
Director of Undergraduate Studies and Teaching Professor
PhD, Northwestern University
(Women, Gender, and Sexuality Studies; English)

Heather Berg
Assistant Professor
PhD, University of California, Santa Barbara
(Women, Gender, and Sexuality Studies; Feminist Studies)
Rachel Brown (https://wgss.wustl.edu/people/rachel-brown)
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Rebecca Wanzo (https://wgss.wustl.edu/people/rebecca-wanzo)
Associate Professor, Women, Gender, and Sexuality Studies;
Associate Director, Center for Humanities
PhD, Duke University
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Professor Emerita

Linda Nicholson (https://wgss.wustl.edu/people/linda-nicholson)
Susan E. and William P. Stiritz Distinguished Professor of Women's Studies
PhD, Brandeis University
(Women, Gender, and Sexuality Studies; History)

Additional Program Faculty

Jami Ake (https://wgss.wustl.edu/people/jami-ake)
Assistant Dean and Academic Coordinator, College of Arts & Sciences
PhD, Indiana University Bloomington
(English; Women, Gender, and Sexuality Studies)

Lynnea Brumbaugh (https://wgss.wustl.edu/people/lynnear-brumbaugh)
PhD, Washington University
(Women, Gender, and Sexuality Studies)

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(Japanese)
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PhD, Harvard University
(Director, John C. Danforth Center on Religion and Politics)

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Majors

The Major in Women, Gender, and Sexuality Studies

A Bachelor of Arts degree with a major or second major in Women, Gender, and Sexuality Studies (WGSS) requires a total of 27 credits, 21 of which must be taken in courses numbered 300 or above. At least 18 of the 21 upper-level credits required for the major may only count for the WGSS major and may not be double-counted toward another major. Courses that count for the major should be registered as WGSS courses (i.e., with the WGSS designation, L77). All courses taken for the major must be taken for a grade, and students must earn a grade of at least a C- or above.

The following six requirements must be fulfilled through WGSS home-based or cross-listed courses taken at Washington University. The theory and methods/service learning requirements must be completed at Washington University. Students requesting an exception and who wish to transfer credits in the theory or methods/service learning category may petition the WGSS director and the associate director, who will consider the request.

The following requirements apply starting with the Class of 2022. Students who declared the major prior to this time should meet with their advisers regarding the previous requirements.

1. 3 credits of an introductory-level course: WGSS 100B Introduction to Women, Gender, and Sexuality Studies. Students must file a copy of a paper from this course with the WGSS office (McMillan Hall, Room 210).
2. 3 credits of a theory course...
3. 3 credits of a feminist research methods course or a service learning course. Note: Students who write an honors thesis must take WGSS 417W Feminist Research Methodologies and enroll in WGSS 499 Honors Thesis: Research and Writing to fulfill this requirement. Students who take L77 417W must submit a copy of their final paper from this course to the WGSS office (McMillan Hall, Room 210).

4. 6 credits at the 400 level or an honors thesis. (This requirement applied to students as of fall 2018; for those who declared the major prior to fall 2018, only 3 credits at the 400 level are required.) One of the 3-credit courses must be a home-based WGSS class; the second may be either home-based or cross-listed. Students should consult with their WGSS advisers for approval of their chosen courses and to ensure that one of the courses is home-based.

5. 3 credits of a historical context course. This is a course that is home-based or cross-listed in WGSS that examines gender in a historic context. Note: A course that satisfies one of the previous four requirement areas in this list may also fulfill this requirement.

6. 3 credits of an ethnic/global/racial context course. This is a course that is home-based or cross-listed in WGSS that examines gender in an ethnic/global or racial context. Note: A course that satisfies one of the first four requirement areas in this list may also fulfill this requirement.

The WGSS program has four areas of focus around which courses are organized:

- Literature/theory/history
- Sexuality/the body/health
- Global and transnational feminist and gender studies
- Critical race in gender and sexuality studies

Students may choose to concentrate in one of these areas or to investigate all four.

We strongly encourage and support students who wish to study abroad and will accept up to 6 credits from approved programs. Please contact Barbara Baumgartner, WGSS Interim Study Abroad Supervisor, about this option.

Students transferring to Washington University who wish to complete a major in WGSS may transfer no more than 9 credits of WGSS course work taken elsewhere.

**Required Courses**

Individual programs are designed in consultation with an adviser in light of each student's interests and abilities, major course of study, and plans for the future. All courses must be home-based or cross-listed in WGSS.

**Courses**


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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 IQ: HUM, SC, SD Arch: HUM Art: HUM 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 Ampersand Program participants.

Credit 1 unit. Art: HUM EN: H
L77 WGSS 103 First-Year Seminar: Sex & Gender in the Gutter: An Introduction 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: FYS A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

L77 WGSS 1135 First-Year 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: FYS A&S IQ: HUM, LCD BU: IS EN: H

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 IQ: HUM, SC, SD Art: HUM BU: BA EN: H

L77 WGSS 2118 First-Year Seminar: Angels, Prostitutes and Chicas Modernas: Women in Latin America 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.
Same as L22 History 2118
Credit 3 units. A&S: FYS A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

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 IQ: HUM, SC, SD Art: HUM BU: HUM EN: H

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, 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: FYS A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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 IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: BA EN: S
L77 WGSS 246A First-Year 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: FYS A&S IQ: HUM, LCD, SD BU: IS EN: H

L77 WGSS 247 First-Year 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: FYS A&S IQ: HUM, LCD BU: ETH EN: H

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 these 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. Art: HUM BU: IS EN: H

L77 WGSS 299 Independent Study: Internships
This course number is to be used for internships only. Credit variable, maximum 3 units. Art: HUM

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.

L77 WGSS 2993 Gender and Poltics
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 will draw on examples from various world regions and time periods to analyze similarities and differences across cases around the globe. Same as L32 Pol Sci 3010
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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 affection 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 IQ: HUM, SC; SD Art: HUM BU: BA, ETH EN: H

L77 WGSS 3014 Queering Citizenship
"Queering Citizenship" explores the fundamental question: is queer citizenship possible? The contestation of citizenship in the U.S. and transnationally makes this question unavoidable for queer and feminist scholars. Provincializing European political history and Western liberal democracy, students will use queer theory to consider the costs of exclusion from, as well as inclusion in, citizenship. We will consider how ‘queerness’ as a concept and queer theory as a method of analysis can inform our understanding of nationalism, democratic formations, citizenship, transnational labor flows, colonialism and capitalism. Students will also get at questions of the cultural specificity of queer’s anti-normative critique. Topics of discussion include the ways gender and sexuality constitute the role of the citizen; the relationship between citizenship and labor; how citizenship is “performed”; grassroots organizing through alternative citizenships; the politics of transgender recognition; homonationalism; and queer complicity in settler colonial state violence and the ascendency of global whiteness. We will also examine case studies of queer politics to compare different constructions of gender/sexuality/race across citizenship regimes. By the end of the course, students will be able to evaluate the strengths and weaknesses of citizenship regimes on multiple continents and identify political alternatives to existing, state-centric solutions to violence and marginalization. Pre-Requisite: L77 100B or consent of instructor. Credit 3 units. A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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 L30 AFAS 3010 Credit 3 units. A&S IQ: HUM, SC, SD BU: BA EN: H

L77 WGSS 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 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. Required for history majors. Preference given to history majors; other interested students welcome. Same as L22 History 301U Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: SSC, SD Art: SSC BU: BA EN: S

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 IQ: HUM, SD Arch: HUM Art: HUM BU: BA EN: H

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 IQ: HUM, SD Art: HUM BU: BA EN: H

L77 WGSS 305A Literature and Consent
Same as L14 E Lit 305 Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L77 WGSS 308 Masculinities
This course critically examines the subject of masculinity through a number of themes including history, society, politics, race, gender, sexuality, art and popular culture. Interdisciplinary readings are drawn from the fields of sociology, anthropology, literature, history, art history and cultural studies. We will examine the challenges presented to “masculinity” (and a variety of responses) by the late 20th-century emergency of gender studies. Our goal is to come to a working definition.
of masculinity/ies and gain an understanding of some past, current and possible future masculine behaviors, mythologies, ideologies, experiences and identities. Previous course work in Women, Gender, and Sexuality Studies strongly recommended but not required. Attendance mandatory first day in order to reserve your class enrollment.
Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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 IQ: SSC Art: SSC BU: BA EN: S

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 IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L77 WGSS 3121 Topics in American Literature: Girls’ Fiction
Topic varies. Writing intensive.
Same as L14 E Lit 316W
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

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://gephardinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course.
Credit 4 units. A&S IQ: SSC, SC, SD BU: BA EN: S

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 IQ: HUM Art: HUM BU: HUM EN: H

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, SC, SD BU: BA EN: H

L77 WGSS 316 Contemporary Women’s Health
We identify and study a broad range of health issues that are either unique to women or of special importance to women. The roles that women play as both providers and consumers of health care in the United States will be examined. The interface of gender, race, and class and their impact on an individual’s access to and experience in the health care system will be central concerns. Topics are wide-ranging and include discussions of breast cancer, mental health, cardiovascular disease in women, women and eating (from anorexia to obesity), reproductive issues (from menstruation to fertility to menopause), as well as the politics of women’s health, gender differences in health status, the effect of employment on health, the history of women’s health research.
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S
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://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course. Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

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 IQ: HUM, SC, SD BU: BA EN: H

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 local LGBTQ groups, including the St. Louis LGBT History Project, to research St. Louis’s queer past. Each student will also conduct an oral history interview with an LGBTQ community member. 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 necessitates an additional 3-5 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://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course. Credit 4 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L77 WGSS 318A Topics in American Literature
Same as L14 E Lit 318
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

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 IQ: HUM Art: HUM BU: HUM

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 IQ: LCD, SSC Art: SSC BU: BA, IS EN: S

L77 WGSS 323 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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L77 WGSS 323A Sex Trafficking
Sex trafficking is a complex social problem with multiple contributing factors that are largely rooted in intersecting inequalities. Both in the United States and on a global level, interrelated inequities in gender, sex, sexual orientation, gender identity, power, class, opportunity, education, culture, politics, and race are among the social phenomena that contribute to sex trafficking/CSE victimization. In this course, we will examine the dynamics of sex trafficking on a local and global level from various feminist and political perspectives, with particular attention given to the sexed and gendered social and structural conditions that affect sex trafficking. This course will cover the extent and nature of the problem as well as current debates in the field, including demand, prevalence, experiences of survivors, types of sex trafficking, methods of traffickers, the role of weak social institutions, cultural dynamics, and global power dynamics. The course will also examine international, federal, and state legislation as well as organizational and grassroots efforts to prevent and respond to sex trafficking victimization. The aim of this course is to provide students with a holistic understanding of sex trafficking that is drawn from interdisciplinary sources and a variety of perspectives. Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S UColl: CD
L77 WGSS 3255 Black Masculinities: From Slavery to Hip-Hop Dreams

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

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. Art: SSC BU: BA

L77 WGSS 330 German Literature II: Words & Works of Women

Credit 3 units.

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 ReiPol 330 Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

L77 WGSS 3312 Topics in Politics

Credit 3 units.

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 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 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. BU: BA, ETH

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 IQ: HUM, SC, SD Arch: HUM BU: BA EN: H

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 IQ: HUM, SC, SD Art: HUM BU: BA EN: H

L77 WGSS 338 Women and Technology

Examination of the effect of technology on women's lives and the power of technology from a feminist perspective. Focuses primarily on three areas: the effects of technology on women's experience in domestic and occupational settings, (e.g., housework technologies, the feminization of office work); the effects of reproductive technology on women, including artificial insemination, in-vitro fertilization, surrogate "motherhood," and...
fetal sex selection; the effects of current and future technologies on the concepts of gender, sex, and relationships, including sex change/gender reassignment operations and prosthetics. Prerequisite: one course in women's studies, social thought and analysis, or philosophy, or permission of instructor. Credit 3 units.

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 IQ: HUM, LCD, SC, SD, WI Art: HUM BU: HUM

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 IQ: HUM, SD BU: BA EN: H

L77 WGSS 341 Constructing Masculinities
The course will demonstrate the social construction of masculinities and men's lives in specific social and historical circumstances in Europe and America. Attention to various disciplines' contributions to the study of masculinities. Prerequisite: either WS100B or WS208B or permission of instructor.
Credit 3 units. BU: BA

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, SC, SD Arch: SSC Art: SSC BU: BA EN: S

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 IQ: HUM, SD Art: HUM BU: BA

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 IQ: HUM, LCD, SC, SD BU: HUM, IS EN: H

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

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. BU: BA EN: H

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.
Credit 3 units. Same as L38 Span 3506

L77 WGSS 3523 Topics in Literature: Queer Studies and Literature
Credit 3 units. EN: H

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 IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: BA EN: H

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 that one day she would become the object of intense academic study and the subject of the greatest critical work in English. The Black Woman writer meant that she could neither be completely ignored nor taken seriously. The purpose of this course is to give the writer a place in the canon and stay there? Finally, in this writing-intensive course, there are frequent writing assignments and a strong emphasis on the final writing process of drafting and revising.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

L77 WGSS 3561 Law, Gender, & Justice
This course (formerly called "Women and the Law") explores how social constrictions 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 (for 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. Students who have taken L77 3561 Women and the Law can not take this class.
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S UColl: ML, SSC

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 IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM, LCD, SC, SD Arch: HUM BU: HUM EN: H

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 trans gender theory to interpret fictional accounts of trans? Any of the following are suitable (but not required) courses to take before enrolling in this class: WGG 100B, WGG 105, WGG 205 or WGG 3091. Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: HUM BU: BA EN: H

L77 WGSS 361 Women and Social Movements: Gender and Sexuality in U.S. Social Movements
This course examines the history of grassroots activism and the political engagement of women in the United States. By 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 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 discussions pay particular attention to the movements of women of color as well as to 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 IQ: HUM, SC, SD BU: BA EN: H

L77 WGSS 364 Gender, War, and Migration
This course will examine the forced transnational migration of war refugees and their resettlement in host societies. A central question that guides this course is: How does war impact and complicate belonging and influence the movement of people across borders and boundaries? With this question in mind, we will explore the dynamic relationships between specific groups of refugees and nation-states, while considering inseparable intersectional configurations of gender, race, sexuality, ethnicity, class, age, and religion as lenses through which to consider ideas of personhood and notions of national belonging. In the first part of the semester we will focus on transnational displacement because of conflict and deterritorialization. We will utilize readings in feminist theory, postcolonial theory, and cultural studies to examine historical processes of dislocation and relocation. The second part of the semester will examine ethnographic case studies of resettled refugees in different sites and their day-to-day practices to understand how displaced people earn a place in host societies. We will also explore how identity categories influence the architecture of personhood in nation-states. Lastly, we will analyze the multilayered ways in which diasporic subjects and nations rearticulate themselves virtually and digitally (via internet and social media). We will combine diverse readings and theoretical engagements, lectures, documentary films, discussion, and class-based activities to interrogate notions of subjectivity, alterity, and belonging across time, place, and space. Prerequisite: L77 100B or consent of instructor. Credit 3 units. A&S IQ: HUM, LCD, SC, SD, WI Arch: HUM Art: HUM BU: BA EN: H

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 IQ: HUM, SD BU: HUM EN: H

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 IQ: HUM, SD BU: HUM EN: H

L77 WGSS 371 Confronting Capitalism: Feminism, Work and Solidarity
This course explores the relationship between gender, the ideological construction of work and workers, and feminist mobilizations against labor exploitation. To interrogate how conceptions of the “ideal worker” are gendered, sexualized, and racialized, we will engage scholarship on affective and emotional labor; domestic and reproductive labor; migrant domestic work; neoliberalism and service economies; feminism and racial capitalism; sex work; disability justice; and feminist anti-work politics. In addition, we will ask what is “new” about neoliberal capitalism and how the relationship between citizenship, the state, and the “ideal worker” has morphed in distinctly gendered and racialized ways over time. As part of this effort, we will engage feminist political theory that interrogates the relationship between radical democracy, justice, and the market, drawing from Marxist feminist, liberal feminist, radical feminist, decolonial feminist, and Black feminist thought. During the latter part of the semester, we will examine how these various feminist approaches to work have addressed issues such as solidarity and organizing; the legalization of sex work; the wages for housework campaign; internationalism; anti-racism and anti-capitalism; labor outsourcing; alternative economies; and U.S. imperialism. Prerequisite: L77 100B. Credit 3 units. A&S IQ: HUM, SC BU: BA EN: H
L77 WGSS 3725 Topics in Renaissance Literature
Same as L14 E Lit 3725
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L77 WGSS 375 Topics in Women's History
Credit 3 units.

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 IQ: HUM, SC, SD Art: AH, GFAH BU: BA EN: H

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 IQ: HUM, SC, SD Art: AH, GFAH BU: BA EN: H

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 IQ: HUM, SC, SD, WI Arch: HUM Art: HUM BU: BA EN: H

L77 WGSS 385A Topics in Jewish Studies: Jewish Sexual Ethics
Consult course listings for current topics. Prerequisite: permission of instructor.
Same as L75 JIMES 385
Credit 3 units. A&S IQ: HUM BU: IS EN: H

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, SC, SD EN: S

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 IQ: HUM, LCD, WI BU: BA EN: H

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...
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://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course. Credit 4 units. A&S IQ: SSC, SC, SD, WI EN: S

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 IQ: SSC BU: BA EN: S

L77 WGSS 397 History of Sexuality in the United States
Class will survey major themes in the history of sexuality in the U.S., from colonial era to present. Themes include conquest and sexuality; the relationship between sexual ideologies and practices; racial hierarchy and sexuality; the construction of sexual identities and communities; and sexual politics at the end of the century. Prerequisite: none. Previous course work in U.S. history or women's studies helpful. Enrollment limited to 35. Credit 3 units. BU: BA

L77 WGSS 3981 Undergrad Seminar in Gender & Literature: Junior Honors Seminar: Becoming Emily Dickinson
Credit 3 units.

L77 WGSS 399 Undergraduate Work in Women's Studies
Credit variable, maximum 3 units.

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.

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 IQ: HUM, SD, WI Arch: HUM Art: HUM BU: BA EN: H

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 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 IQ: HUM, LCD, WI BU: HUM, IS EN: H

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 IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L77 WGSS 401A Transnational Queer Activism
This course explores the recent emergence of visible movements for sexual and gender minoriality 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 LGBTTI 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, SC, SD Arch: SSC Art: SSC EN: S

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 IQ: LCD, SSC, SC, SD Arch: SSC Art: SSC EN: S

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 IQ: SSC, SD Art: SSC BU: BA

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 convenantual 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 JINES 403
Credit 3 units.
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 IQ: SSC, SC, SD, WI Arch: SSC Art; SSC EN: S

L77 WGSS 410 Studies in Gender
Credit 3 units.

L77 WGSS 4101 Medieval English Literature: Medieval Women's Writing
Topics course in Medieval English literature. Same as L14 E Lit 4101
Credit 3 units. A&S IQ: HUM EN: H

L77 WGSS 4106 Studies in Gender
Investigation of the constructions of gender in literary and other texts and their sociohistorical contexts, with 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. Prerequisites: German 302D and German 340C/34D or German 341/341D or German 342/342D. Same as L21 German 4106
Credit 3 units. A&S IQ: HUM, LCD, SD, WI EN: H

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 IQ: SSC Art; SSC EN: S

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 IQ: HUM, SD EN: H

L77 WGSS 4140 Topics in Feminist Philosophy: Feminist Epistemology and Philosophy of Science

L77 WGSS 4146 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 IQ: HUM, SC, SD EN: H

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 IQ: SC, SD, WI

L77 WGSS 418C Sexuality and Gender in East Asian Religions
In this course we will explore the role of women in the religious traditions of China, Japan and Korea, with a focus on Buddhism, Daoism, Shamanism, Shinto and the so-called “New Religions.” We will begin by considering the images of women (whether mythical or historical) in traditional religious scriptures and historical or literary texts. We will 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 will include literary and religious texts, historical and ethnological studies, biographies and memoirs, and occasional videos and films. Prerequisites: This class will be 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, will need to obtain the instructor’s permission before enrolling. Same as L23 Re St 418 Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

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 IQ: HUM, SC, SD Arch: HUM Art: HUM EN: H

L77 WGSS 4201 The Novel in the Feminine (Le Roman au Feminin)
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 required for undergraduates. Same as L34 French 4201 Credit 3 units. Art: HUM

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 IQ: HUM, SC, SD EN: H

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. Art: HUM

L77 WGSS 4231 Topics in American Literature I: White American Masculinities
Same as L14 E Lit 4231 Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L77 WGSS 4232 Topics in American Literature II: African American Women Theorize Identity
L77 WGSS 4232 In this course we ask, in particular, how gender, race, slavery, colonialism and empire shape conceptions of citizenship and property. We will also examine transnational feminist critiques of the public/private
division in the Western political theory canon as it impacts the role of women and the social construction of women's bodies. During the second half of the semester, we will ask how various transnational social movements have engaged and adopted feminist theories in efforts to resist state violence, colonialism, labor exploitation and resource extraction. In following these lines of inquiry we will draw from postcolonial, decolonial, liberal, Black, radical, Marxist and Chicana feminist perspectives. Part of our goal will be to uncover how various feminist theories treat the relationship between politics and embodied experience, how gendered conceptions of family life affect notions of political power and how ideas about sexuality and sexual conquest intersect with empire-building. Prerequisite: L77 100B or consent of instructor.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

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 Itai 430
Credit 3 units. A&S IQ: HUM, LCD, SC, SD EN: H

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 Itai 432
Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM

L77 WGSS 433 Feminist Theory
Advanced course in feminist theory. For specific content in a particular semester, consult course listings.
Credit 3 units.

L77 WGSS 431 Topics in Feminist Theory: Feminist Philosophy
Credit 3 units.

L77 WGSS 433 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 thought and practice. Taught in English.

Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM 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 mass media as almost always violent, sexist, and socially irresponsible, brutish, questionable and unethical. 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, SC, 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 IQ: LCD, SSC, SD BU: BA EN: S
L77 WGSS 439 The Arab & Muslim Americas: Feminist Perspectives
Migratory movements from the Middle East and North Africa into the Americas were precipitated by multiple and intersecting factors. This course will examine the historical and contemporary waves of Arab and Muslim migrants and refugees into the Americas from the 19th to the 21st century. It will explore how empire, globalization, and war influenced and continue to influence the flow of people across borders and impact policies and ideas of belonging in receiving nation-states. We will examine Arab and Muslim identity in light of gendered, ethnoreligious, class, and national affiliations and investigate the racialization of Islam and the gendered-Orientalist constructions of Arabs and Muslims in Latin America (Brazil, Mexico, Argentina, Honduras, Cuba) and the U.S. Utilizing interdisciplinary texts in transnational feminist theory, cultural studies, and history, we will trace the ways that specific diasporic subjects have been incorporated into host nation-states and analyze, through a comparative framework, the receptions and rejections of Arabs and Muslims in the U.S. and Latin America. Credit 3 units. A&S IQ: LCD, SSC, SC, 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.

L77 WGSS 441A Gender Analysis for International Affairs
For generations ignored in theory and practice, gender is a central but too often obscured dimension of the policy and practice of international affairs, relations, and development. In this transdisciplinary course, students take gender seriously as an analytical category and examine how masculinities, femininities, gender identities, and sexualities shape the construction, implementation, and outcomes of global governance, politics, economics, and interventions. Traversing both macro and micro levels, the course exposes students to diverse voices from around the world, which they utilize to conduct gender analyses on case studies relevant to their interests. Throughout, we will be mindful of (1) how gender functions in tandem with sexuality, class, race, religion, and ethnicity (intersectionality) and (2) how multidimensional identities morph historically, regionally, and culturally. The student builds a gender analysis toolkit and practices what Cynthia Enloe describes as “feminist curiosity,” exploring the relationship between gender and power in various aspects of international affairs. Same as L97 IAS 4414 Credit 3 units. A&S IQ: LCD, SSC, SC BU: BA, IS

L77 WGSS 4454 Irish Women Writers: 1800 to Present
Same as L14 E Lit 4454 Credit 3 units. 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 IQ: HUM, LCD, WI Art: HUM EN: H

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 L36 Span 4472 Credit 3 units. 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 Governing Religion; 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 IQ: HUM, SD Arch: HUM Art: HUM BU: ETH 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 Chiyō, 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 IQ: HUM, LCD, SD, WI EN: H

L77 WGSS 4496 Modern Japanese Women Writers
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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 Ichiyō, Hirabayashi Taiko, Uno Chiyō, 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 IQ: HUM, LCD, SD EN: H

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, Rulebeuf'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.

Same as L34 French 450
Credit 3 units. Art: HUM

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 IQ: LCD EN: H

L77 WGSS 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 intertwine during the 20th-century. The course will discuss three particular articulation 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 will be 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 will be 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 will utilize literary texts (speeches, letters, diaries, etc.), visual materials (photography, films, and paintings) and critical bibliography.

Same as L45 LatAm 457
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

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. When 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. Art: HUM

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 IQ: HUM, SC, SD Art: CPSC EN: H

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.
L77 WGSS 475 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 IQ: HUM, LCD BU: BA, HUM EN: H

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 IQ: HUM, LCD

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 cannot take this class.
Credit 3 units. A&S IQ: HUM, SC, SD Arch: HUM Art: HUM EN: H

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, SC, SD EN: H

L77 WGSS 480 Topics in Buddhist Traditions: Gender and Sexuality in Buddhism
This course focuses on a selected theme in the study of Buddhism. Please refer to the course listings for a description of the current offering.
Same as L23 Re St 480
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: ETH, HUM EN: H

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 IQ: HUM Art: HUM EN: H

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 IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

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
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.

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 IQ: HUM Art: HUM

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.

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.

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.

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. EN: H

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 IQ: HUM, LCD EN: H

L77 WGSS 499 MB 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 IQ: HUM, LCD, SD BU: IS EN: H

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 may count up to 9 units of upper-division writing courses 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. 408) page.

Majors

Although the English department does not offer a writing major, the department does 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 — and ultimately take a three-course sequence in that genre (200-, 300- and 400-level courses); students will also take at least one course outside of the chosen genre. The concentration will not change the requirements of the English major and thus requires 6 additional credit hours as compared with the regular English major.

Students interested in majoring in English literature with a concentration in creative writing should visit the English (p. 409) 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 by 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.

For undergraduate scholars in the Howard Nemerov Program, two semesters of the 200-level Nemerov seminar (GeSt 211 Howard Nemerov Seminar I) may count as 3 units of 200-level work toward the writing minor. Two semesters of the 300-level Nemerov seminar may count as 3 units of 300-level work toward the writing minor. A maximum of 6 Howard Nemerov units may count toward the writing minor.

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. 409).

Courses

Courses listed on this page include L13 Writing (p. 901) and L59 CWP (p. 906) (Writing Center). Please note: L59 classes and 100-level L13 classes do not normally count toward the writing minor.

Writing


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

L13 Writing 104 Writing Identity

Who are you? This simple question becomes ever more complicated the more closely you examine it. How should you define yourself? By ancestry, hometown, gender, cultural allegiance, ethnic background, nationality, sexual preference, social class, personal history, fashion sense, career aspirations, taste in music, or by some other category? This class will examine the complexities of identity as they have been expressed in a wide variety of modern literary (and some philosophical) writings, in order to develop the advanced reading, writing, and research skills that students need in a university setting. This course will satisfy the Writing 1 requirement.

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

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 IQ: HUM Arch: HUM Art: HUM EN: H

L13 Writing 205 Writing the Visual World
Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H

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 IQ: HUM EN: H

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 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.

L13 Writing 214 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 IQ: HUM Arch: HUM Art: HUM EN: H

L13 Writing 215 Creative Nonfiction Writing I
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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L13 Writing 217 Rhetorical and Critical Reading
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 IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM BU: HUM EN: H

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 IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

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.

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 IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

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 IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L13 Writing 321W Mellon Undergraduate Fellows Seminar
Credit 3 units. A&S IQ: HUM, WI EN: H

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 220, Writing 222. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L13 Writing 322W Kling Undergraduate Honors Fellowship Seminar
Credit 3 units. A&S IQ: HUM, WI EN: H

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
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 IQ: HUM BU: HUM EN: H

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 IQ: HUM BU: HUM EN: H

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 IQ: HUM BU: HUM EN: H

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 IQ: HUM BU: HUM EN: H

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 IQ: HUM BU: HUM EN: H

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 IQ: HUM BU: HUM EN: H

L13 Writing 351 Introduction to Playwriting
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

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 IQ: HUM BU: HUM EN: H

L13 Writing 372 Music Journalism
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

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 BU: HUM EN: H

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.
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.

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 IQ: HUM Arch: HUM Art: HUM

L13 Writing 4131 Topics in Composition
Composition topics course — offerings vary from semester to semester. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM

L13 Writing 417 Prose Style in English: History and Craft
This course explores the tendencies and relationship between the "natural" form of language and poetry the "artificial." Readings include work by Etel Adnan, John Ashbery, Aimé Césaire, Don Mee Choi, and Layli Long Soldier, among others. Students will engage in a range of writing practices, from annotation and meditation to the incantatory and the subversive. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM

L13 Writing 420 Advanced Nonfiction
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 IQ: HUM Arch: HUM Art: HUM

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 IQ: HUM Arch: HUM Art: HUM

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.

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 IQ: HUM Arch: HUM Art: HUM

L13 Writing 431 Craft of Fiction: Experimental Traditions
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 IQ: HUM Arch: HUM Art: HUM

L13 Writing 432 The Craft of Poetry
The purpose of this craft course is to contemplate poetry and prose as agonists, friends, lovers, and perhaps even servants of each other. Students will not be restricted to writing prose poetry, although that will account for a portion of the course work. We will study the Symbolist origins of the prose poem, hazard alternate theories by reading beyond the anthological, and put conventional notions about the sentence, line, and prosody to the test. Indeed, we will even question the idea that prose is the "natural" form of language and poetry the "artificial." Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM

L13 Writing 440 Critic as Writer
Credit 3 units. A&S IQ: HUM Art: HUM

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. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM

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 IQ: HUM Arch: HUM Art: HUM EN: H

**L13 Writing 490 Creative Writing Capstone Seminar**
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

**Writing Center Courses**

**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 IQ: HUM Arch: HUM Art: HUM EN: H

**L59 CWP 111 College Writing: Ampersand Ireland**
This College Writing course complements the two-semester program exploring the literary culture of modern Ireland. Credit 3 units.

**L59 CWP 112 College Writing: Citizen Scientist**
Being a citizen of a modern democracy increasingly requires making decisions informed by our understanding of scientific consensus and the backing evidence. The stakes of these decisions range from the future of a warming planet to the benefits of vaccinations and GMOs to the persistence of racial bias and gender inequality. Even our daily diets are pushed and pulled by competing nutritional studies and their distortions in the media. Negotiating the volume of news and “fake news,” the available academic research, and the influence of special interests can be daunting, particularly when we try to reflect on our own blind spots and knowledge gaps. Citizen Scientist uses these and other topics at the intersection of civic responsibility and academic research to introduce students to college writing. The course will teach students to analyze, research, and generate scholarly arguments as they deepen their understanding of the dynamic interaction between public opinion, government policy, political activism, science journalism, citizen science, and the research university. Credit 3 units.

**L59 CWP 113 College Writing: Dreams & Nightmares**
This course is an opportunity to explore and experiment, to dwell in uncertainty and inquiry, and to entertain confusion before resolution. Whether their area of interest is the psychology of dreams, monsters, memory, desire, cognition and neuroscience, or the underbelly of the American Dream, students will find room to interrogate subjects, both real and imagined, as well as texts and theories that destabilize categories, embody possibilities, and threaten the established order. Credit 3 units.

**L59 CWP 114 College Writing: Writing Identity**
Who are you? What defines you, and what will define who you become? This class will address how literature, art, and philosophy have attempted to characterize the complicated notion of identity. Relying on the foundational elements of college writing — analysis, argumentation, and research — we will investigate a diversity of views and voices that explore how identities are formed, how they intersect, and how they are negotiated. How is identity crafted out of the complex lives we live and the stories we tell about ourselves and others? How do authors represent and challenge our understanding of class, gender, race, sexuality, and other forces that help to shape us? Through a series of writing assignments, scholarly readings, and primary texts, we will examine together why the writing of identity matters to ourselves and to the lives we share, and, in the process, we will begin to build an understanding of our identities as writers. Credit 3 units.

**L59 CWP 115 College Writing: Literature & Justice**
Credit 3 units.

**L59 CWP 116 College Writing: Place & Perspective**
Place & Perspective is a writing course featuring readings on the subject of our environments, whether social communities, physical spaces, or even virtual realities. As a class and as individuals, students will be asked to respond to these sources with writing of their own, practicing the academic traditions of interpreting, analyzing, criticizing, and researching. Most importantly, students will have the opportunity to write original works synthesizing and offering new views on what it means to live here in this world, to have a place in an ecosystem or in a city, a house, or a hospital. We will study our local community, from perspectives in our classroom to the wider conversations across the St. Louis region as we discover and write about our surroundings. We will foreground diversity in both in our class conversations and the writers that we read, from issues of inequality to concerns of access and the responsibilities of citizens. The class will feature multidisciplinary perspectives in conversations with our faculty as they reflect on their experiences writing within and about places. We will consider how place-based thinking thrives across academic fields, from design thinking in art to systems science in engineering and from environmental policy in business to ethnographic writing in anthropology, to name a few possibilities. Credit 3 units.

**L59 CWP 117 College Writing: Power & Commodity Culture**
What does your steak order have to do with your politics? How might our taste in film relate to our taste in sneakers? How does writing itself contribute to larger media discourse? This course will explore how our choices as consumers, creators, and writers are mediated by broader cultural forces, such as film, foodways, music, television, art, and social media. “Commodity culture” refers to the aspects of culture that can be evaluated in terms of supposed “worth” or economic value. Here, students will think critically, draft, take risks, and revise to present work that has been elevated to college-level writing and argumentation. Readings will explore a range of cultural texts and topics, including the popularity of Grey Poupon in hip-hop...
L59 CWP 118 College Writing: Writing Technology
Writing is a technology that allows one to read the thoughts of others across space and time. This course's theme — technology — is the subject matter that we will be reading about to hone skills such as analysis, argumentation, and critical thinking. This does not mean that students must be budding technologists to succeed in this course, and the course will not cause such a transformation. Rather, this course treats "technology" in its broadest sense: from its root in the Greek word techne (which means "craftsmanship, craft, art, or rhetoric") to its contemporary definition as the realm of knowledge that deals with the mechanical arts and applied sciences. In writing about technology, we will consider perspectives across the university curriculum in order to better comprehend our relationship with our tools and to scrutinize the dynamic interaction, communication, and interdependence of different kinds of tools for various means of communication and representation. We will strive to think critically about ourselves as part of larger communities and systems by attending closely to the ways we communicate with and about others through technologies such as writing, film, and social media. In writing creative, analytical, argumentative, and researched essays, we will address responsible uses of technology as well as the effects that technologies have on different communities and individuals. We will also try to answer questions like the following: How does technology affect us when we use it? How do technologies intersect and affect one another? What roles does technology play in our everyday lives? What roles do we want it to play in the future?

L59 CWP 119 College Writing: When I'm 64
Half of the current generation of college students will see their 100th birthdays. This astonishing shift in demographics is one that affects each of us as individuals, as members of families, and as citizens. This writing class takes aging as its theme, sharpening our critical thinking through such practices as analysis, argumentation, and research while asking the following questions: How will we negotiate the changing goals and life circumstances that accompany a century of life? How will new technologies change how we live as individuals and as a society? How will our experiences and those who go before us shift how we imagine the possibilities open to our future selves? We will read essayists, critics, and theorists who have tackled these problems, and, in turn, we will engage with our new, longer future through our own creative and critical responses. Credit 3 units.

L59 CWP 1511 Critical Reading and Analytical Writing
This course focuses on developing the reading and writing skills needed to excel at the college level. Students apply principles of logical argumentation in order to critically read argumentative writing. They then develop analytical essays in response to these arguments. Students write two drafts each of four main papers. At the same time, the course addresses the clarity and accuracy of students' written English through ample written feedback. Occasional lessons devoted to language issues common among course participants, and occasional individual tutorial meetings. Placement by examination or permission of the College Writing Program. Credit 3 units.

L59 CWP 199 Language Support for English Composition
This course is designed to support students who are concurrently enrolled in L59 1001 Fundamentals of Academic Writing. Course activities are tailored to address language issues that arise in students' writing for L59 1001. By raising students' awareness of their individual strengths and weaknesses in written English and by teaching systematic approaches to editing their own writing, this course helps students to build independence in the production of more polished works of academic writing in English. Credit 1 unit.

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 1 unit.

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 IQ: HUM Arch: HUM Art: HUM EN: H

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 the primary responsibility for the 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 consequences 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 during the first 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 in 2017 and beyond. Students take one course with primary emphasis 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):** 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
   - Ampersand 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 grades 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 about 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. 915) of this Bulletin.

### Additional Requirements

A. Students must complete 120 units with at least 30 units in advanced courses (numbered 300 or above). The 30 units in advanced courses may include the number of advanced units required for the major.

B. Students must have an overall grade-point average of at least 2.0.

C. Students must earn the final 30 units toward the degree at Washington University while 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 classes matriculating in the fall of 2016 and beyond, 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 that require 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 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 during 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.

<table>
<thead>
<tr>
<th>Semester in Residence</th>
<th>A&amp;S Units in Residence</th>
<th>Total WUSTL Units in Residence</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 semesters</td>
<td>78 units</td>
<td>105 units</td>
</tr>
<tr>
<td>6 semesters</td>
<td>69 units</td>
<td>90 units</td>
</tr>
<tr>
<td>5 semesters</td>
<td>57 units</td>
<td>75 units</td>
</tr>
<tr>
<td>4 semesters</td>
<td>45 units</td>
<td>60 units</td>
</tr>
</tbody>
</table>

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 achieve a grade-point average of 3.7 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 college-wide academic excellence as measured by a cumulative GPA of 3.6 and/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 GPA 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 GPA 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 GPA 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; and 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 during 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 United States
- 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 Outstanding Senior in Anthropology
- Sylvia Wynter Essay Prize for Best Essay on African American Culture and Life

- 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. Crammer 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. Schwarzchild 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 Sterner 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>CR</td>
<td>Credit awarded, work not given finer evaluation</td>
</tr>
<tr>
<td>NCR</td>
<td>No credit awarded due to unsatisfactory work</td>
</tr>
<tr>
<td>I</td>
<td>Course work incomplete</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>R</td>
<td>Repeat</td>
</tr>
<tr>
<td>L</td>
<td>Successful audit</td>
</tr>
<tr>
<td>Z</td>
<td>Unsuccessful audit</td>
</tr>
<tr>
<td>N</td>
<td>No grade submitted</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory thesis work</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory thesis work</td>
</tr>
</tbody>
</table>

Grades earned in physical education courses are not included when calculating the student's grade-point average.

Auditing a Course

In any semester, a full-time student may register for one course as an auditor, which entitles the student to all of the privileges of a regularly enrolled member of the class; however, courses taken for audit do not earn credits and thus do not count toward the degree. Consult the instructor regarding 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 the 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 the professor(s) confirming to the College Office 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 for courses and receive a grade of credit (CR) or no credit (NCR). During 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, which is published online in the 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 pass mark is generally 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.

When 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 17 units is considered typical.

Courses in the college that require more preparation and class time than average — for example, 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 and then balancing such intensive semesters with a modestly increased number of 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.

**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:** Although 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.

**Academic Probation and Suspension**

Students are expected to maintain the highest level of scholarship during their time at Washington University. At a minimum, 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 GPA of 2.0 or better for each semester may be placed on probation or, in extreme cases of poor academic performance, may be required to take a break in enrollment. In certain cases, students who have completed at least 12 units and have a semester GPA of at least 2.0 for each semester may still receive an academic warning or be placed on probation if the Committee on Academic Progress identifies areas of significant concern about a student's progress (e.g., failure to complete College Writing 1 or its equivalent by the end of the first year, failure to make demonstrable progress toward an Arts & Sciences major).

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 two-thirds 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 an acceptable pace within a set period of semesters. In addition, 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 academic action must address the academic concerns identified by the Committee on Academic Progress. Students who fail to adequately address those concerns may be required to take a break in their enrollment. Such students may return to the College of Arts & Sciences only when 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**

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 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. The forms for requesting an LOA and reinstatement are available on the College’s Policies & Procedures webpage (http://arts.wustl.edu/resources/policies-procedures).

A student wishing to take a medical leave of absence (MLOA) must have a recommendation from Habif Health and Wellness Center and a completed MLOA request submitted to the appropriate dean in the College Office. A student wishing to return from an MLOA must have a recommendation from Habif Health and Wellness Center and a completed MLOA reinstatement request submitted to the appropriate dean in the College Office. Upon reviewing the recommendations from Habif Health and Wellness Center 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. The required forms for an MLOA and reinstatement after an MLOA are available through Habif Health and Wellness Center (https://shs.wustl.edu/FormsAndResources/Pages/Medical-Leave-of-Absence.aspx).

**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 should visit the Transfer Students (p. 907) 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 and MILS 402C and AFROTC courses numbered I02 MAIR 301, MAIR 302, MAIR 401 and 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 McKelvey School of Engineering, 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 and MILS 202C and AFROTC courses numbered I02 MAIR 101, MAIR 102, MAIR 201 and 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 per 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** (https://artsci.wustl.edu/faculty-staff/barbara-schaal)
Dean of Arts & Sciences
The Mary-Dell Chilton Distinguished Professor in the Department of Biology in Arts & Sciences
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 of the undergraduate schools, please visit the Majors (all schools) (p. 36) directory.

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- Anthropology: Global Health and Environment (p. 210)
- Applied Linguistics (p. 393)
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- Archaeology (p. 245)
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### B
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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 of the undergraduate schools, please visit the Minors (all schools) (p. 38) directory.

A
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- American Culture Studies (p. 165)
- Ancient Studies (p. 316)
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Business

About Olin Business School

At Washington University's Olin Business School, students learn to look beyond the bottom line and make thoughtful decisions that benefit business and society. Our global-mindedness — coupled with a values-based, data-driven approach to decision making — prepares students to tackle the greatest challenges of our day and to change the world, for good.

As a leading research-oriented business school, Olin has a network of partners on campus, in the St. Louis community and around the world. Students are able to apply what they've learned in the classroom to real-world situations through experiential learning opportunities that include student consulting, internships, case competitions and study abroad programs, among others. Students also develop an entrepreneurial mindset that allows them to act nimbly and quickly in the constantly changing business landscape.

Olin is a welcoming community that allows for a deeper level of interaction, participation and program customization. Students can rely on support from faculty, staff and their peers while feeling accomplished in the rigorous course work.

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 Olin may choose to major in one or two professional fields in business as part of their degrees. Our BSBA students enroll in business courses during their first year, and 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

Students in the BSBA program are offered the option to focus their studies in a specific field of business. Although a business student is not required to declare a business major, almost all of 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 student as a second major option only.)
- Health Care Management
- Marketing
- Operations and Supply Chain Management
- Organization and Strategic Management

Specific requirements for each major can be found in the Majors for BSBA Degree Candidates (p. 930) 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 from outside of Olin. 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) appearing 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 of the requirements for both the BSBA degree and the minor. Required courses for a minor outside of the business school 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 the business of sports minor, business of entertainment minor, business of social impact 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. 937) 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 must be 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**

**Bachelor of Science in Business and Computer Science**

The Bachelor of Science in Business and Computer Science degree program provides an integrated educational experience that involves both the Olin Business School and the McKelvey School of Engineering. The objectives of this program are to provide students with the fundamental knowledge and perspectives of computer science and business and to expose them to the unique opportunities created by combining these disciplines. As one of the only such joint programs in the country, the Bachelor of Science in Business and Computer Science features unique curricular and cocurricular elements that help to create a distinctive program.

Please visit the Bachelor of Science in Business and Computer Science page (p. 1002) of this Bulletin for more information.

**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 the 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 McKelvey School of Engineering, 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 the 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 during 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 67 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 McKelvey School of Engineering or the College of Arts & Sciences, up to 15 units of remaining undergraduate courses will apply toward the 67 units required for 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 67 units required for the MBA program. Visit the MBA Joint Degrees (http://www.olin.wustl.edu/EN-US/academic-programs/full-time-MBA/academics/joint-degrees/Pages/default.aspx) webpage for more information, including additional requirements for Arts & Sciences candidates.

To apply, contact the Graduate Programs Office in Knight Hall, Room 310, or email Olin Graduate Admissions (OlinGradAdmissions@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 Specialized Master's Programs (http://olin.wustl.edu/SMP) website 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) while 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 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 strongly preferred that students have completed Intermediate Financial Accounting before beginning the program.

Visit the Master of Accounting (http://www.olin.wustl.edu/EN-US/academic-programs/specialized-masters-programs/master-of-accounting/Pages/default.aspx) website or email Olin Graduate Admissions (OlinGradAdmissions@wustl.edu).

**Master of Science in Business Analytics (MSA)**

The MSA program provides students with the tools needed to become analytics-driven business managers who are well prepared to guide firms in the emerging era of big data and data-driven decision-making. Washington University's Olin Business School, McKelvey School of Engineering, and the College of Arts & Sciences have partnered to create a curriculum that will help students formulate and implement analytics-driven approaches to business. Tracks are available in customer analytics, fintech, healthcare, and the supply chain.

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. Applicants to the MSA program should have completed at least two courses in calculus (or equivalent course work) and one course in statistics.

Visit the MS in Business Analytics (http://www.olin.wustl.edu/EN-US/academic-programs/specialized-masters-programs/ms-in-business-analytics/Pages/default.aspx) website or email Olin Graduate Admissions (OlinGradAdmissions@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 the 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.

- The Global Master of Finance (http://www.olin.wustl.edu/EN-US/academic-programs/specialized-masters-programs/MSFDD/Pages/default.aspx) features combine the Olin MS in Finance degree with study at the campuses of 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 MSF program must have taken microeconomics, statistics and calculus.

Visit the MS in Finance (http://www.olin.wustl.edu/EN-US/academic-programs/specialized-masters-programs/MS-finance/Pages/default.aspx) website or email Olin Graduate Admissions (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 the 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 MS in Supply Chain Management (http://www.olin.wustl.edu/EN-US/academic-programs/specialized-masters-programs/MS-supply-chain-management/Pages/default.aspx) website or email Olin Graduate Admissions (OlinGradAdmissions@wustl.edu).

**Special Opportunities**

**Center for Experiential Learning**

The Center for Experiential Learning (CEL) is an educational center at Olin Business School. The CEL facilitates real-world experiential learning opportunities for students via live consulting engagements. Each year, the CEL oversees 100+ student-driven projects with more than 500 Washington University students under the auspices of dozens of expert advisers and faculty. The CEL's partners include startups, nonprofits, multinational enterprises, and NGOs in St. Louis, across the country and around the globe. Visit the Center for Experiential Learning (http://www.olin.wustl.edu/CEL/Pages/default.aspx) website for more information.

**Entrepreneurship**

Olin Business School fosters an entrepreneurial spirit in students, encouraging them to pioneer innovation that opens the door to positive, sustainable progress. The Hatchery, a business consulting course, is an example of this, as are the consulting services for entrepreneurs through Center for Experiential Learning programs including the Metrics Clinic, CELect entrepreneurial consulting, and Olin's International Impact Initiative, which works with NGOs in developing markets around the globe. In addition, there are many universitywide resources, including the Skandalakis Center for Interdisciplinary Innovation and Entrepreneurship. Learn more about entrepreneurship opportunities (http://www.olin.wustl.edu/EN-US/academic-programs/bs-business-administration/academics/Pages/entrepreneurship.aspx) on the BSBA website.

**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 business 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 Business School's Undergraduate Student Handbook.

Students may apply a maximum of 6 units of independent study in business and 6 units from outside of Olin 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. Although 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 and seniors who have completed the core requirements 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.

**Study Abroad**

Upon graduation, students are working at some of the top institutions across the globe. This is why Olin has chosen to integrate meaningful, purposeful and impactful global experiences into its academics. Having an international experience signals to employers that our students are in possession of valuable traits such as adaptability, comfort in ambiguity, and global leadership. All students have the opportunity to study abroad, providing they meet the eligibility requirements.

Options include the following:

- **Olin International Internship Programs** (https://olin.wustl.edu/EN-US/academic-programs/bs-business-administration/global-programs/Pages/internships.aspx) combine classroom learning with a full-time internship placement of approximately 10 to 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) are offered across the globe in Asia, Europe and South America. Students choose courses on offer at local universities or study centers in the areas of business, language and general studies. Some programs require intensive language courses, although most are taught in English.

A unique aspect of many of our semester programs are the Academic Study Tours. Academic Study Tours are a required academic component for several of our study abroad programs, and students earn business credit for this experience. These tours are 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. They also allow students the opportunity
to explore the business and culture of the region in which they
are studying. Information about programs that participate in the
Academic Study Tours (https://olin.wustl.edu/EN-US/partners-resources/
Center-for-Experiential-Learning/Pages/default.aspx) as well as the comparative consulting-type projects in
Madrid and Sarajevo (https://sa.wustl.edu/index.cfm?
FuseAction=Programs.ViewProgram&Program_ID=10505)
and the Israel Summer Business Academy (ISBA) (https://
olin.wustl.edu/EN-US/academic-programs/bs-business-
administration/global-programs/israel-summer-business-
academy/Pages/default.aspx).

Israel Summer Business Academy (ISBA)

Students may participate in the Israel Summer Business
Academy (ISBA), which is administered by Washington
University in St. Louis and 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 Israel Summer Business Academy
(https://olin.wustl.edu/EN-US/academic-programs/bs-business-
administration/global-programs/israel-summer-business-
academy/Pages/default.aspx) website.

Other Study Abroad Options

Students with second majors outside of business may consider
study abroad programs sponsored by Overseas Programs
(http://overseas.wustl.edu) in the College of Arts & Sciences to
earn credit toward their non-business major.

Detailed information and eligibility requirements for study
abroad are available on the Olin Global Programs (https://
olinwustl.campusgroups.com/bsbaglobal/about) website or in the
BSBA Programs office.

Student Assistants to Professors

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 as an assistant to a professor is voluntary and may begin as early as the first year. As a participant, students are paid the going rate for undergraduate student assistants. This 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 10 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 the Olin School Peer Ambassadors program, undergraduate
business students who are familiar with the university and with
the business school's programs and policies help incoming
students make a smooth transition to the university by providing
informal peer advising services throughout new students' first
year at the university.

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 undergraduate and graduate students.
Each student works one-on-one with a dedicated career coach
throughout their time at Olin. In addition, students have access to
industry specialists who provide insight and direction on specific
industries. Other WCC career support includes workshops
and professional development seminars, company information
sessions, mock interviews, self-assessments, written and spoken
communication coaching, résumé and cover letter writing and
networking — in other words, all of the tools needed for an
effective job search.

On-campus interviews take place in the Bauer Hall Interview
Suite or the Danforth University Center throughout the academic
year. Business students are encouraged to meet with the
WCC's staff early in the school year to discuss their career
and professional goals. For more information, visit the Weston
Career Center website (http://olincareers.wustl.edu/EN-
US/Pages/default.aspx), or contact the WCC by phone at
314-935-5950 or by email at wcc@olin.wustl.edu.

Phone: 314-935-6315
Email: 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=heffenbein)
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

Ohad Kadan (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=kadan)
H. Frederick Hagemann, Jr. Professor of Finance
PhD, Hebrew University

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=mclnparks)
Reuben C. and Anne Carpenter Taylor Professor of Organizational Behavior
PhD, University of Iowa

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
PhD, Indiana University

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
PhD, University of California, Berkeley

Stephen M. Nowlis (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=nowlis)
August A. Busch Jr. Distinguished Professor of Marketing
PhD, University of California, Berkeley

Robert A. Pollak (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=pollak)
Hennebach Distinguished Professor of Economics
PhD, Massachusetts Institute of Technology

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W. Patrick McGinnis Professor of Marketing  
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Frederick Bierman and James E. Spears Professor of Finance  
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**Professors**

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PhD, Yale University  
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PhD, University of Michigan  
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PhD, University of Pennsylvania  
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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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Robyn LeBoeuf (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=leboeuf)  
PhD, Princeton University  
(Marketing)

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PhD, University of Missouri-Columbia  
(Accounting)

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**Associate Professors**

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PhD, Harvard University  
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PhD, Massachusetts Institute of Technology  
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Professors of Practice

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PhD, Washington University
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PhD, Harvard University
(Economics)

Patrick Moreton (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=moreton)
PhD, University of California, Berkeley
(Strategy and Management)

Patrick Rishe (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=rishe)
PhD, Binghamton University
(Sports Business)

Timothy Solberg (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=solberg)
University of Chicago
(Sports Business)

Doug Villhard
MA, Boston University
(Communications)

Michael Wall (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=michael)
Indiana University
(Marketing)

Senior Lecturers

Sergio Chayet (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=chayet)
PhD, Northwestern University
(Operations and Manufacturing Management)

Charles J. Cuny (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=cuny)
PhD, Stanford University
(Finance)
Thomas D. Fields (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=ffields)
PhD, Northwestern University
(Accounting)

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

Konstantina Kiousis (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=kiousis)
PhD, University of California, Los Angeles
(Business Administration)

Lee J. Konczak (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=konczak)
PhD, University of Missouri-St. Louis
(Organizational Behavior and Leadership Development)

David R. Meyer (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=dmeyer24)
PhD, University of Chicago
(Management)

Chakravarthi Narasimhan (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=narasimhan)
Philip L. Siteman Professor of Marketing
PhD, University of Pennsylvania

Richard Palmer
PhD, Southern Illinois University, Carbondale
(Business Administration)

Eli M. Snir (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=snir)
PhD, University of Pennsylvania
(Management)

Mark E. Soczek (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=soczek)
ABD, Northwestern University
(Accounting)

Raymond T. Sparrowe (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=sparrowe)
PhD, University of Illinois at Chicago
(Organizational Behavior)

Durai Sundaramoorti (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=sundaramoorti)
PhD, University of Texas at Arlington
(Management)

Lecturers

Mohammadhossein Amini
PhD, Kansas State University
(Industrial Engineering)

Cathy Dunkin (https://olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=cdunkin)
BA, University of Missouri-Columbia
(Management)

Samira Fazel
PhD, Wayne State University
(Industrial Engineering)

Ivan Lapuka (https://olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=ilapuka)
PhD, University of South Florida
(Marketing)

Staci Thomas (https://olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=staci_thomas)
MA, Webster University
(Communications)

Adjunct and Other Faculty

Pier Alsup (https://olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=alsup.pier.y)
MS, Webster University
(Marketing)

John Althoff (https://olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=althoff.john)
BS, University of Missouri, STL
(Accounting)

Amy Altholz (https://olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=altholza)
MBA, Washington University
(Accounting)

Yossi Aviv (https://olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=aviv)
PhD, Columbia University
(Operations Manufacturing and Management)

Richard Batsell (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=batsell)
PhD, University of Texas at Austin
(Marketing)

Anatoliy Belaygorod (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=belaygorod)
PhD, Washington University
(Finance)
Spencer Burke (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=burkesb)  
JD, University of Pennsylvania  
(Management)

David Butler (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=david.butler)  
MBA, Washington University  
(Health Care Management)

Amy Choy (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=amychoy)  
PhD, Washington University  
(Accounting)

Robert Collins  
MS, Harvard University  
(Accounting)

Jeremy Degenhart (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=jdegenhart8976)  
BS, BA, Washington University  
(Finance)

Jim Deutsch (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=jdeutschjr)  
MA, Webster University  
(Finance)

William R. Emmons (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=emmons)  
PhD, Northwestern University  
(Finance)

Peter S. Finley  
MBA, Stanford University  
(Entrepreneurship)

Ronald K. Fisher (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=fisher)  
JD, Washington University  
(Labor and Employment Laws)

Hans Fredrikson (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=hans.fredrikson)  
MBA, University of Chicago  
(Finance)

David Fritsch (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=fritschd)  
MBA, Washington University  
(Business Administration)

Judith Gebhardt (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=jgebhardt)  
PhD, California School of Professional Psychology  
(Organizational Behavior)

Michael R. Gordinier (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=gordinier)  
PhD, University of Wisconsin-Madison  
(Management)

Bruce Lee Hall (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=hallb)  
PhD, MD, Duke University  
(Health Care Management)

Carol F. Johanek (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=johanek)  
MBA, Saint Louis University  
(Marketing)

Nevada Kent IV  
BSBA, Tennessee Technical University  
(Accounting)

Sarah Luem  
JD, Saint Louis University  
(Management)

Steven Malter  
PhD, University of Missouri-St. Louis  
(Management)

Mary Mason (https://olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=masonm)  
MD, Washington University  
(Management)

Tom McCain (https://olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=tkmccain)  
MBA, Washington University  
(Management)

Mark McLaren (https://olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=mmclaren)  
MBA, Columbia University  
(Management)

Paul W. Paese (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=paese)  
PhD, University of Illinois at Urbana-Champaign  
(Organizational Behavior)

Donald W. Paule (http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=dpaule)  
LLM, Washington University  
(Business Law)
Majors

Majors for BSBA Degree Candidates

In addition to the 42 core professional units required, which are listed on the Degree Requirements (p. 959) page of this Bulletin, a BSBA degree candidate must complete at least 18 professional elective units. Students may apply these professional electives toward a specific professional major. Majors in the business curriculum are offered the 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. 931)
- Economics and Strategy (p. 931)
- Entrepreneurship (p. 931)
- Finance (p. 932)
- Financial Engineering (p. 932)*
- Health Care Management (p. 932)
- Marketing (p. 933)
- Operations and Supply Chain Management (p. 933)
- Organization and Strategic Management (p. 933)

* The financial engineering major is offered to any undergraduate day division student as a second major option only.

Class of 2023 Degree Requirements:

For a comprehensive view of our degree program, please review the requirements on our BSBA website (http://www.olin.wustl.edu/EN-US/academic-programs/bs-business-administration/academics/Pages/curriculum.aspx).

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 Electives: 9 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ACCT 400C</td>
<td>Not-For-Profit Accounting</td>
<td>1.5</td>
</tr>
<tr>
<td>ACCT 400M</td>
<td>Ethical Decision Making in Accounting I</td>
<td>1.5</td>
</tr>
<tr>
<td>ACCT 400N</td>
<td>Ethical Decision Making in Accounting II</td>
<td>1.5</td>
</tr>
<tr>
<td>ACCT 464</td>
<td>Auditing</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 466</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 467</td>
<td>Income Tax Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 4680</td>
<td>Advanced Financial Accounting Problems</td>
<td>3</td>
</tr>
</tbody>
</table>

The Major in Economics and Strategy

Total units required: 12

- Economics and Strategy Core: 12 units

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>MEC 370</td>
<td>Game Theory for Business</td>
<td>3</td>
</tr>
<tr>
<td>MEC 400K</td>
<td>Research Analysis in Industry</td>
<td>3</td>
</tr>
<tr>
<td>MEC 470</td>
<td>Market Competition and Value Appropriation</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MEC 471</td>
<td>Empirical Techniques for Industry Analysis</td>
<td>3</td>
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</tbody>
</table>

The Major in Entrepreneurship

Total units required: 15

- Entrepreneurship Core: 6 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 421</td>
<td>Introduction to Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>or MGT 460L</td>
<td>Introduction to Social Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>MGT 424</td>
<td>Business Planning for New Enterprises (The Hatchery)</td>
<td>3</td>
</tr>
</tbody>
</table>

- Entrepreneurship Electives: 9 units (must select 3 units from each category)

Industry Elective Choices (at least 3 units required):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSE 131</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>Econ 335</td>
<td>Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>FIN 549H</td>
<td>Special Topics: Real Estate Finance</td>
<td>1.5</td>
</tr>
<tr>
<td>INTL 320</td>
<td>Business, Innovation and Entrepreneurship in Israel</td>
<td>3</td>
</tr>
<tr>
<td>MEC 460</td>
<td>Economics of Entertainment</td>
<td>3</td>
</tr>
<tr>
<td>MGT 320</td>
<td>Olin Grand Rounds: The Business and Practice of Medicine</td>
<td>3</td>
</tr>
<tr>
<td>MGT 380</td>
<td>Business Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MGT 440</td>
<td>Sports Management</td>
<td>1.5</td>
</tr>
<tr>
<td>MKT 465</td>
<td>Retail Management</td>
<td>3</td>
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</table>

Experiential Elective Choices (at least 3 units required):

<table>
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<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>B99 INTL 970</td>
<td>Entrepreneurship and Startups in Europe</td>
<td>3</td>
</tr>
<tr>
<td>MGT 200C</td>
<td>Venture Creation</td>
<td>3</td>
</tr>
<tr>
<td>MGT 401</td>
<td>CEL Practicum</td>
<td>3</td>
</tr>
<tr>
<td>MGT 450X</td>
<td>CEL Entrepreneurial Consulting Team</td>
<td>3</td>
</tr>
<tr>
<td>MGT 460K</td>
<td>Taylor Community Consulting</td>
<td>3</td>
</tr>
<tr>
<td>MGT 460N</td>
<td>Laboratory for Defense and Corporate Cybersecurity Innovation</td>
<td>3</td>
</tr>
<tr>
<td>MGT 471</td>
<td>Venture Consulting</td>
<td>3</td>
</tr>
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</table>

Skills Elective Choices (at least 3 units required):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ACCT 466</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CSE 204A</td>
<td>Web Development</td>
<td>3</td>
</tr>
<tr>
<td>CSE 330S</td>
<td>Rapid Prototype Development and Creative Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSE 438S</td>
<td>Mobile Application Development</td>
<td>3</td>
</tr>
<tr>
<td>FIN 400L</td>
<td>Private Equity — Methods</td>
<td>1.5</td>
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</tbody>
</table>
FIN 400M  Private Equity — Practice  1.5
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  Elements of Sales: Tools and Techniques  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
  
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>FIN 441</td>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td>FIN 448</td>
<td>Advanced Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>FIN 451</td>
<td>Options, Futures and Derivative Securities</td>
<td>3</td>
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</table>

- Finance Electives: 3 units
  
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>FIN 400I</td>
<td>Mergers &amp; Acquisitions</td>
<td>1.5</td>
</tr>
<tr>
<td>FIN 400J</td>
<td>Advanced Valuation</td>
<td>1.5</td>
</tr>
<tr>
<td>FIN 400L</td>
<td>Private Equity — Methods</td>
<td>1.5</td>
</tr>
<tr>
<td>FIN 400M</td>
<td>Private Equity — Practice</td>
<td>1.5</td>
</tr>
<tr>
<td>FIN 420</td>
<td>International Economics and Finance</td>
<td>3</td>
</tr>
<tr>
<td>FIN 428</td>
<td>Investments Praxis</td>
<td>3</td>
</tr>
<tr>
<td>FIN 443</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>FIN 447</td>
<td>Information, Intermediation, and Financial Markets</td>
<td>3</td>
</tr>
<tr>
<td>FIN 450F</td>
<td>Financial Technology: Methods and Practice</td>
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<tr>
<td>FIN 452</td>
<td>Advanced Derivative Securities</td>
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</tr>
<tr>
<td>FIN 470A</td>
<td>Research Methods in Finance</td>
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</tr>
</tbody>
</table>

The Major in Financial Engineering

The financial engineering major is offered only as a second major option. Therefore, students in the BSBA program 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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CSE 131</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>Math 217</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>Math 233</td>
<td>Calculus III</td>
<td>3</td>
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<tr>
<td>Math 309</td>
<td>Matrix Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MEC 290</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>or Econ 4011</td>
<td>Intermediate Microeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>DAT 121</td>
<td>Managerial Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>or ESE 326</td>
<td>Probability and Statistics for Engineering</td>
<td>3</td>
</tr>
<tr>
<td>or Econ 413</td>
<td>Introduction to Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>or Math 439</td>
<td>Linear Statistical Models</td>
<td>3</td>
</tr>
</tbody>
</table>

- Engineering Professional Core Requirements: 15 units

The Major in Health Care Management

Total units required: 15

- Health Care Management Core: 12 units

<table>
<thead>
<tr>
<th>Code</th>
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<th>Units</th>
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<tbody>
<tr>
<td>MGT 320</td>
<td>Olin Grand Rounds: The Business and Practice of Medicine</td>
<td>3</td>
</tr>
<tr>
<td>MGT 321</td>
<td>Health Economics and Policy</td>
<td>3</td>
</tr>
<tr>
<td>MGT 322</td>
<td>Health Care Management</td>
<td>3</td>
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</table>
## Health Care Management Electives: 3 units

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>AMCS 4135</td>
<td>Tobacco: History, Culture, Science, and Policy</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 260</td>
<td>Topics in Health and Community</td>
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<tr>
<td>Anthro 3283</td>
<td>Introduction to Global Health</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 3309</td>
<td>Anthropological Perspectives on Care</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 3310</td>
<td>Health, Healing and Ethics: Introduction to Medical Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 333</td>
<td>Culture and Health</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 3621</td>
<td>Anthropology of Human Birth</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 3626</td>
<td>Adventures in Nosology: The Nature and Meaning of Disease</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 3875</td>
<td>Pharmaceutical Personhood</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 4883</td>
<td>The Political Economy of Health</td>
<td>3</td>
</tr>
<tr>
<td>Biol 2010</td>
<td>Ampersand: The Science of Biotechnology</td>
<td>3</td>
</tr>
<tr>
<td>Biol 3183</td>
<td>History of Genetics in the 20th Century</td>
<td>3</td>
</tr>
<tr>
<td>Biol 348</td>
<td>Emerging Infectious Diseases</td>
<td>2</td>
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<tr>
<td>Phil 233F</td>
<td>Biomedical Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Psych 305</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>WGSS 310</td>
<td>From Hysteria to Hysterectomy: Women's Health Care in America</td>
<td>3</td>
</tr>
<tr>
<td>WGSS 316</td>
<td>Contemporary Women's Health</td>
<td>3</td>
</tr>
<tr>
<td>WGSS 343</td>
<td>Understanding the Evidence: Provocative Topics of Contemporary Women's Health and Reproduction</td>
<td>3</td>
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</table>

### The Major in Marketing

**Total units required:** 12

- Marketing Core: 3 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>MKT 378</td>
<td>Marketing Research</td>
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</tbody>
</table>

- Marketing Electives: 9 units

**Group A Marketing Elective Choices (at least 6 units required):**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 377</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKT 400F</td>
<td>Brand Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 400G</td>
<td>Digital Marketing and Analytics</td>
<td>3</td>
</tr>
<tr>
<td>MKT 470E</td>
<td>Pricing Strategies</td>
<td>3</td>
</tr>
<tr>
<td>MKT 400L</td>
<td>Causal Inference</td>
<td>3</td>
</tr>
<tr>
<td>MKT 470E</td>
<td>Pricing Strategies</td>
<td>3</td>
</tr>
<tr>
<td>MKT 478</td>
<td>New Product Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 480</td>
<td>Marketing Strategy</td>
<td>3</td>
</tr>
</tbody>
</table>

### Group B Marketing Elective Choices:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 400E</td>
<td>Elements of Sales: Tools and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MKT 400I</td>
<td>Business &amp; Marketing Innovation</td>
<td>3</td>
</tr>
<tr>
<td>MKT 400M</td>
<td>Sports Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 450F</td>
<td>Luxury Goods and a Dash of Fashion</td>
<td>3</td>
</tr>
<tr>
<td>MKT 465</td>
<td>Retail Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 477</td>
<td>International Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 477S</td>
<td>International Marketing Sydney</td>
<td>3</td>
</tr>
<tr>
<td>MKT 477L</td>
<td>International Marketing London</td>
<td>3</td>
</tr>
<tr>
<td>MKT 481</td>
<td>Advertising and Promotions</td>
<td>3</td>
</tr>
</tbody>
</table>

### The Major in Operations and Supply Chain Management

**Total units required:** 12

- Group A OSCM Elective Choices (at least 6 units required):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSCM 400C</td>
<td>Analytics for Operational Excellence</td>
<td>3</td>
</tr>
<tr>
<td>OSCM 400D</td>
<td>Supply Chain Management</td>
<td>3</td>
</tr>
<tr>
<td>OSCM 458</td>
<td>Operations Analytics</td>
<td>3</td>
</tr>
</tbody>
</table>

- Group B OSCM Elective Choices:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 380</td>
<td>Business Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MGT 460H</td>
<td>Corporate and Global Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MKT 378</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MKT 465</td>
<td>Retail Management</td>
<td>3</td>
</tr>
</tbody>
</table>

### The Major in Organization and Strategic Management

**Total units required:** 12

- Organization & Strategic Management Group A Elective Choices (at least 3 units required):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 450V</td>
<td>Defining Moments: Lessons in Leadership &amp; Character From the Top</td>
<td>1.5</td>
</tr>
<tr>
<td>OB 400C</td>
<td>Women in Leadership</td>
<td>1.5</td>
</tr>
<tr>
<td>OB 400D</td>
<td>Thinking Creatively and Leading Creative Teams</td>
<td>1.5</td>
</tr>
<tr>
<td>OB 461</td>
<td>Negotiation</td>
<td>3</td>
</tr>
<tr>
<td>OB 462</td>
<td>Leadership in Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>
• Organization & Strategic Management Group B Elective Choices (at least 3 units required):

<table>
<thead>
<tr>
<th>Code</th>
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<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MGT 380</td>
<td>Business Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MGT 402</td>
<td>Ethical Issues in Managerial Decision Making</td>
<td>1.5</td>
</tr>
<tr>
<td>MGT 450R</td>
<td>Business &amp; Government: Understanding and Influencing the Regulatory Environment</td>
<td>1.5</td>
</tr>
<tr>
<td>MGT 460R</td>
<td>Critical Thinking and Complex Problem Solving for Business</td>
<td>1.5</td>
</tr>
<tr>
<td>MGT 460H</td>
<td>Corporate and Global Strategy</td>
<td>3</td>
</tr>
</tbody>
</table>

• Organization & Strategic Management Group C Elective Choices (recommended for HR/HR consulting):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>HRM 325A</td>
<td>Personnel/Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>MEC 391</td>
<td>Economics of Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>OB 400E</td>
<td>Talent Analytics</td>
<td>1.5</td>
</tr>
<tr>
<td>OB 400F</td>
<td>People Metrics</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Second Majors for Non-BSBA Candidates

Students in other undergraduate divisions of the university may choose to complete a second major or a minor in a business discipline.

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 to 15 units of professional electives.

Core Business Requirements:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ACCT 2610</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 2620</td>
<td>Principles of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Math 132</td>
<td>Calculus II</td>
<td>3</td>
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<tr>
<td>MGT 100</td>
<td>Individual in a Managerial Environment</td>
<td>3</td>
</tr>
<tr>
<td>MGT 380</td>
<td>Business Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MEC 290</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MEC 292</td>
<td>Global Economy</td>
<td>3</td>
</tr>
<tr>
<td>or Econ 4011</td>
<td>Intermediate Microeconomic Theory</td>
<td></td>
</tr>
<tr>
<td>or Econ 1021</td>
<td>Introduction to Macroeconomics</td>
<td></td>
</tr>
</tbody>
</table>

DAT 120 | Managerial Statistics I \*                           | 3     |
DAT 121 | Managerial Statistics II                             | 3     |
| or Econ 413 | Introduction to Econometrics                      |       |
| or Math 439 | Linear Statistical Models                          |       |
| or Math 493 | Probability                                 |       |

Total Units 24

\* Second majors may substitute Math 2200, Math 3200, ESE 326 or Pol Sci 363 for DAT 120.

Students may select a second major from the following disciplines:

- Accounting (p. 935)
- Economics and Strategy (p. 935)**
- Entrepreneurship (p. 935)
- Finance (p. 936)
- Health Care Management (p. 936)
- Marketing (p. 936)
- Operations and Supply Chain Management (p. 937)
- Organization and Strategic Management (p. 937)

Regulations:

1. Second majors are required to complete a minimum of 24 business units through Olin Business School.
2. All courses for any business major must be taken for a grade.
3. An overall 2.0 grade-point 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 only 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. Advanced Placement credit for Math 2200 will not serve as a substitute for the DAT 120 requirement. All second majors must complete DAT 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 who are majoring in finance will not be required to take DAT 120 or
DAT 121, providing they successfully complete the online Lynda.com coursework on multiple regression.

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 Electives: 9 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 400C</td>
<td>Not-For-Profit Accounting</td>
<td>1.5</td>
</tr>
<tr>
<td>ACCT 400M</td>
<td>Ethical Decision Making in Accounting I</td>
<td>1.5</td>
</tr>
<tr>
<td>ACCT 464</td>
<td>Auditing</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 466</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 467</td>
<td>Income Tax Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 4680</td>
<td>Advanced Financial Accounting Problems</td>
<td>3</td>
</tr>
</tbody>
</table>

**The Second Major in Economics and Strategy**

Total units required: 12

- Economics and Strategy Core: 12 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEC 370</td>
<td>Game Theory for Business</td>
<td>3</td>
</tr>
<tr>
<td>MEC 400K</td>
<td>Research Analysis in Industry</td>
<td>3</td>
</tr>
<tr>
<td>MEC 470</td>
<td>Market Competition and Value Appropriation</td>
<td>3</td>
</tr>
<tr>
<td>MEC 471</td>
<td>Empirical Techniques for Industry Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**The Second Major in Entrepreneurship**

Total units required: 12

- Entrepreneurship Core: 6 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MGT 421</td>
<td>Introduction to Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>or MGT 460L</td>
<td>Introduction to Social Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>MGT 424</td>
<td>Business Planning for New Enterprises (The Hatchery)</td>
<td>3</td>
</tr>
</tbody>
</table>

- Entrepreneurship Electives: Choose at least one course from two of the three following tracks for a total of 6 elective units:
  
  **Industry Elective Choices:**
  - CSE 131 Introduction to Computer Science 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:**
  - B99 INTL 970 Entrepreneurship and Startups in Europe 3
  - MGT 200C Venture Creation 3
  - MGT 401 CEL Practicum 3
  - MGT 450X CEL Entrepreneurial Consulting Team 3
  - MGT 460K Taylor Community Consulting 3
  - MGT 460N Laboratory for Defense and Corporate Cybersecurity Innovation 3
  - MGT 471 Venture Consulting 3

  **Skills Elective Choices:**
  - CSE 204A Web Development 3
  - ACCT 466 Financial Statement Analysis 3
  - CSE 330S Rapid Prototype Development and Creative Programming 3
  - CSE 438S Mobile Application Development 3
  - FIN 400L Private Equity — Methods 1.5
  - FIN 400M Private Equity — Practice 1.5
  - 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 400I Business & Marketing Innovation 3
  - MKT 478 New Product Management 3
  - OB 461 Negotiation 3
### The Second Major in Finance

**Total units required:** 15

- Finance Core: 12 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 340</td>
<td>Capital Markets and Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>FIN 441</td>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td>FIN 448</td>
<td>Advanced Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>FIN 451</td>
<td>Options, Futures and Derivative Securities</td>
<td>3</td>
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</table>

- Finance Electives: 3 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 400I</td>
<td>Mergers &amp; Acquisitions</td>
<td>1.5</td>
</tr>
<tr>
<td>FIN 400J</td>
<td>Advanced Valuation</td>
<td>1.5</td>
</tr>
<tr>
<td>FIN 400L</td>
<td>Private Equity — Methods</td>
<td>1.5</td>
</tr>
<tr>
<td>FIN 400M</td>
<td>Private Equity — Practice</td>
<td>1.5</td>
</tr>
<tr>
<td>FIN 420</td>
<td>International Economics and Finance</td>
<td>3</td>
</tr>
<tr>
<td>FIN 428</td>
<td>Investments Praxis</td>
<td>3</td>
</tr>
<tr>
<td>FIN 443</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>FIN 447</td>
<td>Information, Intermediation, and Financial Markets</td>
<td>3</td>
</tr>
<tr>
<td>FIN 450F</td>
<td>Financial Technology: Methods and Practice</td>
<td>3</td>
</tr>
<tr>
<td>FIN 452</td>
<td>Advanced Derivative Securities</td>
<td>3</td>
</tr>
<tr>
<td>FIN 470A</td>
<td>Research Methods in Finance</td>
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</table>

### The Second Major in Health Care Management

**Total units required:** 15

- Health Care Management Core: 12 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 320</td>
<td>Olin Grand Rounds: The Business and Practice of Medicine</td>
<td>3</td>
</tr>
<tr>
<td>MGT 321</td>
<td>Health Economics and Policy</td>
<td>3</td>
</tr>
<tr>
<td>MGT 322</td>
<td>Health Care Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 420</td>
<td>Research in Health Care Management</td>
<td>3</td>
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</tbody>
</table>

- Health Care Management Electives: 3 units

<table>
<thead>
<tr>
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<th>Units</th>
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<tbody>
<tr>
<td>AMCS 4135</td>
<td>Tobacco: History, Culture, Science, and Policy</td>
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<tr>
<td>Anthro 260</td>
<td>Topics in Health and Community</td>
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<tr>
<td>Anthro 3283</td>
<td>Introduction to Global Health</td>
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<tr>
<td>Anthro 3309</td>
<td>Anthropological Perspectives on Care</td>
<td>3</td>
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### The Second Major in Marketing

**Total units required:** 15

- Marketing Core: 6 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 370</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 378</td>
<td>Marketing Research</td>
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</tbody>
</table>

- Marketing Electives: 9 units

#### Group A Elective Choices (at least 6 units required):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 377</td>
<td>Consumer Behavior</td>
<td>3</td>
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<tr>
<td>MKT 400F</td>
<td>Brand Management</td>
<td>3</td>
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<td>MKT 400L</td>
<td>Causal Inference</td>
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<tr>
<td>MKT 470E</td>
<td>Pricing Strategies</td>
<td>3</td>
</tr>
<tr>
<td>MKT 478</td>
<td>New Product Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 480</td>
<td>Marketing Strategy</td>
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</table>

#### Group B Elective Choices:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 400E</td>
<td>Elements of Sales: Tools and Techniques</td>
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<tr>
<td>MKT 450F</td>
<td>Luxury Goods and a Dash of Fashion</td>
<td>3</td>
</tr>
</tbody>
</table>
MKT 465  Retail Management  3  
MKT 477  International Marketing  3  
or MKT 477S  International Marketing Sydney  3  
or MKT 477L  International Marketing London  3  
MKT 481  Advertising and Promotions  3  

The Second Major in Operations and Supply Chain Management

Total units required: 15 units

- OSCM Core: 6 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>DAT 200A</td>
<td>Analytics and Modelling for Business Decisions</td>
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</tr>
<tr>
<td>OSCM 356</td>
<td>Operations Management</td>
<td>3</td>
</tr>
</tbody>
</table>

- OSCM Electives: 9 units minimum with at least 6 units from Group A

  OSCM Group A Elective Choices (at least 6 units required):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>OSCM 400C</td>
<td>Analytics for Operational Excellence</td>
<td>3</td>
</tr>
<tr>
<td>OSCM 400D</td>
<td>Supply Chain Management</td>
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</tr>
<tr>
<td>OSCM 458</td>
<td>Operations Analytics</td>
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</table>

  OSCM Group B Elective Choices:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MGT 380</td>
<td>Business Strategy</td>
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<tr>
<td>MGT 460H</td>
<td>Corporate and Global Strategy</td>
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<td>MKT 378</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MKT 465</td>
<td>Retail Management</td>
<td>3</td>
</tr>
</tbody>
</table>

The Second Major in Organization and Strategic Management

Total units required: 15

- Organization and Strategic Management Core Requirement: 3 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>OB 360</td>
<td>Organization Behavior Within the Firm</td>
<td>3</td>
</tr>
</tbody>
</table>

- Organization and Strategic Management Electives: 12 units

  Leadership Group A Elective Choices (at least 3 units required):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 450V</td>
<td>Defining Moments: Lessons in Leadership &amp; Character From the Top</td>
<td>1.5</td>
</tr>
<tr>
<td>OB 400C</td>
<td>Women in Leadership</td>
<td>1.5</td>
</tr>
<tr>
<td>OB 400D</td>
<td>Thinking Creatively and Leading Creative Teams</td>
<td>1.5</td>
</tr>
</tbody>
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Organization and Strategic Management Group B Elective Choices (at least 3 units required):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 380</td>
<td>Business Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MGT 402</td>
<td>Ethical Issues in Managerial Decision Making</td>
<td>1.5</td>
</tr>
<tr>
<td>MGT 450R</td>
<td>Business &amp; Government: Understanding and Influencing the Regulatory Environment</td>
<td>1.5</td>
</tr>
<tr>
<td>MGT 460G</td>
<td>Critical Thinking and Complex Problem Solving for Business</td>
<td>1.5</td>
</tr>
<tr>
<td>MGT 460H</td>
<td>Corporate and Global Strategy</td>
<td>3</td>
</tr>
</tbody>
</table>

Organization and Strategic Management Group C Elective Choices (recommended for HR/HR consulting):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 325A</td>
<td>Personnel/Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>MEC 391</td>
<td>Economics of Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>OB 400E</td>
<td>Talent Analytics</td>
<td>1.5</td>
</tr>
<tr>
<td>OB 400F</td>
<td>People Metrics</td>
<td>1.5</td>
</tr>
</tbody>
</table>

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. 938)
- Business of Analytics (p. 938)*
- Business of the Arts (p. 939)*
- Business Economics (p. 939)
- Business of Entertainment (p. 939)*
- Business of Social Impact (p. 940)*
- Business of Sports (p. 940)*
- Entrepreneurship (p. 941)
- Finance (p. 941)
- General Business (p. 941)
- Health Care Management (p. 941)
- International Business (p. 941)*
- Marketing (p. 942)
• Operations and Supply Chain Management (p. 942)
• Organization and Strategic Management (p. 942)
• Strategy (p. 942)

* Any undergraduate day division student — including students in the BSBA programs — can earn the business of analytics minor, the business of the arts minor, the business of entertainment minor, the business of social impact minor, the business of sports minor, or the international business minor as part of their undergraduate degree.

For more information, please refer to Fulfilling the Business Minor (p. 943) below.

Prerequisites for the Business Minor:
The following prerequisites are required for most 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 DAT 120 Managerial Statistics I*
• Econ 1011 Introduction to Microeconomics or MEC 290 Microeconomics**
• DAT 121 is also a prerequisite for minors in finance and general business.
• ACCT 2610 is a prerequisite for the OSCM minor.

For the marketing minor, the prerequisites are as follows if the student selects MKT 470N for their core choice:

• Math 131 Calculus I
• Econ 1011 Introduction to Microeconomics or MEC 290 Microeconomics
• 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 DAT 120 Managerial Statistics I*

* Advanced Placement credit for Math 2200 will satisfy this prerequisite. This exemption applies only to non-BSBA students earning a business minor.

** Minors in managerial economics, the business of entertainment, general business, and the strategy minors must take MEC 290, because Econ 1011 is not a prerequisite for the core course requirements for any of these minors.

Engineering students who have taken ESE 326 and who are minoring in finance will not be required to take DAT 120 or DAT 121, providing they successfully complete the online Lynda.com coursework on multiple regression.

The Minor in Accounting
Total units required: 15

• Required Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 2610</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 2620</td>
<td>Principles of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 3610</td>
<td>Intermediate Financial Accounting Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total Units | 9 |

• Accounting Electives (at least 6 units required):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 3620</td>
<td>Intermediate Financial Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 400C</td>
<td>Not-For-Profit Accounting</td>
<td>1.5</td>
</tr>
<tr>
<td>ACCT 400M</td>
<td>Ethical Decision Making in Accounting I</td>
<td>1.5</td>
</tr>
<tr>
<td>ACCT 400N</td>
<td>Ethical Decision Making in Accounting II</td>
<td>1.5</td>
</tr>
<tr>
<td>ACCT 464</td>
<td>Auditing</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 466</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 467</td>
<td>Income Tax Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 4680</td>
<td>Advanced Financial Accounting Problems</td>
<td>3</td>
</tr>
</tbody>
</table>

The Minor in the Business of Analytics
Total units required: 15

• Required Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSE 131</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>MGT 560G</td>
<td>Database Design and SQL</td>
<td>1.5</td>
</tr>
<tr>
<td>OSCM 400C</td>
<td>Analytics for Operational Excellence</td>
<td>3</td>
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</tbody>
</table>

| Total Units | 7.5 |

• Business Analytics Group A Electives (at least 3 units required):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 470A</td>
<td>Research Methods in Finance</td>
<td>3</td>
</tr>
<tr>
<td>MEC 471</td>
<td>Empirical Techniques for Industry Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MKT 400L</td>
<td>Causal Inference</td>
<td>3</td>
</tr>
</tbody>
</table>

• Business Analytics Group B Electives (at least 3 units required):
The Minor in Business Economics

Total units required: 15

• Required Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEC 290</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MEC 370</td>
<td>Game Theory for Business</td>
<td>3</td>
</tr>
<tr>
<td>MEC 400K</td>
<td>Research Analysis in Industry</td>
<td>3</td>
</tr>
<tr>
<td>MEC 470</td>
<td>Market Competition and Value Appropriation</td>
<td>3</td>
</tr>
<tr>
<td>MEC 471</td>
<td>Empirical Techniques for Industry Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units: 15

The Minor in the Business of Entertainment

Total units required: 15

• Required Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEC 290</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MEC 370</td>
<td>Game Theory for Business</td>
<td>3</td>
</tr>
<tr>
<td>MEC 400K</td>
<td>Research Analysis in Industry</td>
<td>3</td>
</tr>
<tr>
<td>MEC 470</td>
<td>Market Competition and Value Appropriation</td>
<td>3</td>
</tr>
<tr>
<td>MEC 471</td>
<td>Empirical Techniques for Industry Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units: 15

Notes:

• Non-BSBA students must take a minimum of 12 units in the business school to earn the business of entertainment minor.
• BSBA students minoring in the business of entertainment may not double count more than one course (3 units) toward their business major. In addition, they must
take DAT 120 since Advanced Placement credit for Math 2200 is not a substitute for DAT 120.

The Minor in the Business of Social Impact

Total units required: 15

• Required Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 100</td>
<td>Individual in a Managerial Environment</td>
<td>3</td>
</tr>
<tr>
<td>or MGT 380</td>
<td>Business Strategy</td>
<td></td>
</tr>
<tr>
<td>MGT 450V</td>
<td>Defining Moments: Lessons in Leadership &amp; Character From the Top</td>
<td>1.5</td>
</tr>
<tr>
<td>MGT 460M</td>
<td>Business of Social Impact</td>
<td>1.5</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

• Business of Social Impact Group A Electives (at least 3 units required):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 401M</td>
<td>Sustainable Development and Conservation Through Entrepreneurial Collaboration: Madagascar</td>
<td>3</td>
</tr>
<tr>
<td>MGT 401S</td>
<td>Small Business Initiative</td>
<td>3</td>
</tr>
<tr>
<td>MGT 460K</td>
<td>Taylor Community Consulting</td>
<td>3</td>
</tr>
</tbody>
</table>

• Business of Social Impact Group B Electives (at least 3 units required):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 400C</td>
<td>Not-For-Profit Accounting</td>
<td>1.5</td>
</tr>
<tr>
<td>MGT 402</td>
<td>Ethical Issues in Managerial Decision Making</td>
<td>1.5</td>
</tr>
<tr>
<td>MGT 450R</td>
<td>Business &amp; Government: Understanding and Influencing the Regulatory Environment</td>
<td>1.5</td>
</tr>
<tr>
<td>MGT 460L</td>
<td>Introduction to Social Entrepreneurship</td>
<td>3</td>
</tr>
</tbody>
</table>

• Business of Social Impact Group C Electives (at least 3 units required):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMCS 280</td>
<td>Exploring Inequality: The Social and Structural Analysis of Modern American Life</td>
<td>3</td>
</tr>
<tr>
<td>EnSt 105</td>
<td>Sustainability in Business</td>
<td>3</td>
</tr>
<tr>
<td>EnSt 310</td>
<td>Ecological Economics</td>
<td>3</td>
</tr>
<tr>
<td>EnSt 375</td>
<td>Urban Ecology</td>
<td>3</td>
</tr>
<tr>
<td>EnSt 405</td>
<td>Sustainability Exchange: Community and University Practicums</td>
<td>3</td>
</tr>
</tbody>
</table>

The Minor in the Business of Sports

Total required units: 15

• Required Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 440</td>
<td>Sports Management</td>
<td>1.5</td>
</tr>
<tr>
<td>MGT 450G</td>
<td>The Business of Sports</td>
<td>3</td>
</tr>
<tr>
<td>MGT 460I</td>
<td>Sports Business Analytics</td>
<td>1.5</td>
</tr>
<tr>
<td>MKT 370</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 400M</td>
<td>Sports Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

* Members of the classes of 2020 and 2021 can take either MGT 100 or MKT 400M. Members of the classes of 2022 and 2023 must take MKT 400M.

• Electives (at least 3 units required):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 448</td>
<td>Advanced Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MEC 460</td>
<td>Economics of Entertainment</td>
<td>3</td>
</tr>
<tr>
<td>MEC 471</td>
<td>Empirical Techniques for Industry Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MGT 460J</td>
<td>Legal Issues in Sports</td>
<td>1.5</td>
</tr>
<tr>
<td>MKT 378</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MKT 400E</td>
<td>Elements of Sales: Tools and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MKT 500S</td>
<td>Predictive Analytics for Business Decisions-Making</td>
<td>3</td>
</tr>
<tr>
<td>MKT 400F</td>
<td>Brand Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: BSBA students minoring in the business of social impact may not double count more than one course (3 units) toward their business major.
Advanced Placement credit for Math 2200 is not a substitute for DAT 120.

**The Minor in Entrepreneurship**

**Total units required:** 15  
- **Required Courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 2610</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGT 100</td>
<td>Individual in a Managerial Environment</td>
<td>3</td>
</tr>
<tr>
<td>MGT 301</td>
<td>Legal Environment of Business Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 421</td>
<td>Introduction to Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>or MGT 460L</td>
<td>Introduction to Social Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>MGT 424</td>
<td>Business Planning for New Enterprises (The Hatchery)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units** 15

**The Minor in Finance**

**Total units required:** 15  
- **Required Courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 2610</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>FIN 340</td>
<td>Capital Markets and Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>FIN 441</td>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td>FIN 448</td>
<td>Advanced Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>Plus a 3-credit Finance elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Units** 15

**The Minor in International Business**

**Total units required:** 15  
- **Required Courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 100</td>
<td>Individual in a Managerial Environment</td>
<td>3</td>
</tr>
<tr>
<td>MGT 308</td>
<td>Introduction to International Business</td>
<td>3</td>
</tr>
</tbody>
</table>

A study abroad experience must be completed for this minor.

**Total Units** 6

- **Electives (9 units required):**

  **International Business Group A Electives (at least 3 units required):**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>B52 FIN 420</td>
<td>International Economics and Finance</td>
<td>3</td>
</tr>
<tr>
<td>INTL 320</td>
<td>Business, Innovation and Entrepreneurship in Israel</td>
<td>3</td>
</tr>
<tr>
<td>INTL 420</td>
<td>Business Research Internship</td>
<td>3</td>
</tr>
<tr>
<td>INTL XXX</td>
<td>PLACEHOLDER, INFO TO COME</td>
<td></td>
</tr>
<tr>
<td>MEC 292C</td>
<td>Global Economy — South America</td>
<td>3</td>
</tr>
<tr>
<td>MEC 292S</td>
<td>Global Economy — Australia</td>
<td>3</td>
</tr>
<tr>
<td>MGT 200B</td>
<td>Global Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>MGT 200C</td>
<td>Venture Creation</td>
<td>3</td>
</tr>
<tr>
<td>MGT 400S</td>
<td>International Business Environment</td>
<td>3</td>
</tr>
<tr>
<td>MGT 405A</td>
<td>Asian Study Tour</td>
<td>1.5</td>
</tr>
<tr>
<td>MGT 405S</td>
<td>International Business Environment — Sydney</td>
<td>3</td>
</tr>
<tr>
<td>MGT 418</td>
<td>International Business: A Euro Perspective</td>
<td>3</td>
</tr>
<tr>
<td>MGT 450I</td>
<td>International Internship in Business</td>
<td>1.5</td>
</tr>
<tr>
<td>MGT 450Z</td>
<td>European Study Tour</td>
<td>1.5</td>
</tr>
</tbody>
</table>
MGT 471 Venture Consulting 3
MKT 477L International Marketing London 3
MKT 477S International Marketing Sydney 3

International Business Group B Electives:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 443</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>MEC 292</td>
<td>Global Economy</td>
<td>3</td>
</tr>
<tr>
<td>MGT 460H</td>
<td>Corporate and Global Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MKT 477</td>
<td>International Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Notes:
- Students minoring in international business can take either MKT 477, MKT 477L or MKT 477S. In addition, they can take either MEC 292, MEC 292C or MEC 292S.
- BSBA students minoring in international business may take two courses through an Olin Study Abroad Program for the international business minor. They may not double count more than one course (3 units) toward their business major.

The Minor in Marketing

Total units required: 15

- Required Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 370</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 470N</td>
<td>Applied Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>or MKT 378</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 6

- Electives (9 units required):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 377</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKT 400E</td>
<td>Elements of Sales: Tools and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MKT 400F</td>
<td>Brand Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 400G</td>
<td>Digital Marketing and Analytics</td>
<td>3</td>
</tr>
<tr>
<td>MKT 400I</td>
<td>Business &amp; Marketing Innovation</td>
<td>3</td>
</tr>
<tr>
<td>MKT 400L</td>
<td>Causal Inference</td>
<td>3</td>
</tr>
<tr>
<td>MKT 400M</td>
<td>Sports Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 450F</td>
<td>Luxury Goods and a Dash of Fashion</td>
<td>3</td>
</tr>
<tr>
<td>MKT 465</td>
<td>Retail Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 470E</td>
<td>Pricing Strategies</td>
<td>3</td>
</tr>
<tr>
<td>MKT 477</td>
<td>International Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 477S</td>
<td>International Marketing Sydney</td>
<td>3</td>
</tr>
<tr>
<td>MKT 477L</td>
<td>International Marketing London</td>
<td>3</td>
</tr>
<tr>
<td>MKT 478</td>
<td>New Product Management</td>
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</table>

MKT 480 Marketing Strategy 3
MKT 481 Advertising and Promotions 3

The Minor in Operations and Supply Chain Management

Total units required: 15

- Required Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAT 121</td>
<td>Managerial Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>DAT 200A</td>
<td>Analytics and Modelling for Business Decisions</td>
<td>3</td>
</tr>
<tr>
<td>OSCM 356</td>
<td>Operations Management</td>
<td>3</td>
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</table>

Total Units 9

- OSCM Electives (at least 6 units required):

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>OSCM 400C</td>
<td>Analytics for Operational Excellence</td>
<td>3</td>
</tr>
<tr>
<td>OSCM 400D</td>
<td>Supply Chain Management</td>
<td>3</td>
</tr>
<tr>
<td>OSCM 458</td>
<td>Operations Analytics</td>
<td>3</td>
</tr>
</tbody>
</table>

The Minor in Organization and Strategic Management

Total units required: 15

- Required Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 100</td>
<td>Individual in a Managerial Environment</td>
<td>3</td>
</tr>
<tr>
<td>OB 360</td>
<td>Organization Behavior Within the Firm</td>
<td>3</td>
</tr>
<tr>
<td>OB 461</td>
<td>Negotiation</td>
<td>3</td>
</tr>
<tr>
<td>OB 462</td>
<td>Leadership in Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 12

- Electives (at least 3 units required):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 201</td>
<td>Management Communication</td>
<td>4</td>
</tr>
<tr>
<td>MGT 450V</td>
<td>Defining Moments: Lessons in Leadership &amp; Character From the Top</td>
<td>1.5</td>
</tr>
<tr>
<td>OB 400C</td>
<td>Women in Leadership</td>
<td>1.5</td>
</tr>
<tr>
<td>OB 400D</td>
<td>Thinking Creatively and Leading Creative Teams</td>
<td>1.5</td>
</tr>
<tr>
<td>OB 400E</td>
<td>Talent Analytics</td>
<td>1.5</td>
</tr>
<tr>
<td>OB 400F</td>
<td>People Metrics</td>
<td>1.5</td>
</tr>
</tbody>
</table>

The Minor in Strategy

Total units required: 15

- Required Courses:
Code | Title | Units \\
--- | --- | --- \\
MGT 100 | Individual in a Managerial Environment | 3 \\
MGT 380 | Business Strategy | 3 \\

**Total Units**: 6

- Electives (at least 9 units required):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEC 370</td>
<td>Game Theory for Business</td>
<td>3</td>
</tr>
<tr>
<td>MGT 402</td>
<td>Ethical Issues in Managerial Decision Making</td>
<td>1.5</td>
</tr>
<tr>
<td>MGT 421</td>
<td>Introduction to Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>MGT 450R</td>
<td>Business &amp; Government: Understanding and Influencing the Regulatory Environment</td>
<td>1.5</td>
</tr>
<tr>
<td>MGT 460G</td>
<td>Critical Thinking and Complex Problem Solving for Business</td>
<td>1.5</td>
</tr>
<tr>
<td>MGT 460H</td>
<td>Corporate and Global Strategy</td>
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</tr>
<tr>
<td>MKT 480</td>
<td>Marketing Strategy</td>
<td>3</td>
</tr>
<tr>
<td>OB 400D</td>
<td>Thinking Creatively and Leading Creative Teams</td>
<td>1.5</td>
</tr>
<tr>
<td>OB 462</td>
<td>Leadership in Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

### Fulfilling the Business Minor

All non-BSBA students pursuing any business minor must do the following:

- 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 the requirements for any of the five required courses.)
- Take all 15 units of required courses at Olin Business School. (Non-BSBA students may take one minor course through the Overseas Study Abroad program for each minor.)
- Take all 15 units of required courses for grades (i.e., no pass/fail).
- Achieve no less than a 2.0 grade-point average in all business minor course work.
- Receive permission from the 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 the following:

- B50 ACCT (Accounting) (p. 943)
- B52, B62 FIN (Finance) (p. 945)
- B56 HRM (Human Resources Management) (p. 947)
- B99 INTL (International Business) (p. 947)
- B53 MGT (Management) (p. 947)
- B54 MEC (Managerial Economics) (p. 953)
- B55 MKT (Marketing) (p. 954)
- B58 OSCM (Operations and Supply Chain Management) (p. 957)
- B66 OB (Organizational Behavior) (p. 957)
- B59 DAT (Data Analytics) (p. 958)

### Accounting


**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 300A Volunteer Income Tax Assistance**

Students assist low income students assisting low income members of the community in preparing their tax returns through the VITA program. The Internal Revenue Service provides training materials and an online certification program that must be successfully completed prior to engaging with clients. Students work with the Gateway EITC Community Coalition. Prerequisite: ACCT 2610. Credit 1.5 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 Theory 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 you 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 3620. Credit 1.5 units.

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.

B50 ACCT 400M Ethical Decision Making in Accounting I
This course is designed to help the student understand ethical reasoning and behavior, and it will help them to define their own moral compass using case studies as the primary source of instruction. The primary goal is to make the student a role model for others in ethical behavior. Students will learn not just how to determine the proper ethical choice; more importantly, they will learn how to effectively implement the behavioral changes required to achieve solutions to ethical dilemmas. To quote (while paraphrasing) the authors of the textbook, "We strive in [these courses] not only to educate accounting students to be future leaders in the accounting profession but to stimulate [the student's] ethical perception and cultivate virtue thereby awakening [their] sense of duty and obligation to the public interest." Prerequisite: ACCT 2610. Credit 1.5 units.

B50 ACCT 400N Ethical Decision Making in Accounting II
This course is designed to develop in students a deeper understanding of ethical behavior, including dealing with fraud in financial statements, legal obligations of auditors, Wall Street expectations and earnings management, and what it takes to be an ethical leader. To quote the author, "...it comes down to one's sense of right and wrong and willingness to voice values to positively impact [the] auditor responsibility." This second segment of Ethical Decision Making in Accounting is offered for the purpose of creating ethical leaders in the accounting and auditing profession as well as the business community and society at large while at the same time instilling a sense of right and wrong and the eagerness to put ethics into action. Prerequisite: ACCT 400M. Credit 1.5 units.

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. Credit 3 units.

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.

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. Prerequisite: ACCT 2610. Credit 3 units.

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.
Finance

Visit online course listings to view semester offerings for B52 FIN (https://courses.wustl.edu/CourseInfo.aspx?sch=B&dept=B52&crsvl=1:4). For B62 FIN (p. 947), please refer to the course listed below.

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 1.5 units.

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 towards your degree nor towards your GPA. Prerequisite: Junior standing. Credit 3 units.

B52 FIN 400L Private Equity — Methods
This course will provide the student with an understanding of the basic terminology, due diligence, and analytical methodologies critical to evaluating private equity investments. The course will also cover the history of private equity and the different roles of private equity, including growth capital, LBO/MBO, roll-up, and so on in the evolution of the firm. Private equity funds in the context of the overall market (i.e., strategic vs. financial acquirers) will be discussed as will be the role of leveraged lending and bank financing of financial sponsors. Private equity as an investment and its role in portfolio construction will also be analyzed. Finally, the legal structure of private equity funds in the context of firm control and governance will be reviewed. Prerequisite: FIN 448. Credit 1.5 units.

B52 FIN 400M Private Equity — Practice
This course is the capstone for students interested in pursuing careers in private equity. Students will develop practical skills for investing in private companies. Students will partner with professionals in the St. Louis community to perform various activities, including transaction sourcing, evaluating investment opportunities, and, where appropriate, negotiating, arranging financing, and closing investments. The course also relies heavily on bringing in professionals from the local community to provide real-world perspectives on private equity investing. Prerequisites: FIN 448 and FIN 400L. Credit 1.5 units.

B52 FIN 400W Venture Capital Methods
Students are exposed to the process of analyzing, valuing and structuring potential equity investments in privately held, entrepreneurial, venture-stage businesses. The goal is to develop critical thinking skills for evaluating potential investments and understanding the dynamics of various risk factors predominant in such investments, including market risk, execution risk and technology risk. The classes will be a combination of individual readings, case learning, presentations and panel discussions by industry experts in addition to experiential learning in a team format. Classes will be case-study driven and will focus on company- and fund-specific situations. Guest lecturers will be used extensively and will provide content that is integral to the course. The final sessions of the class...
will be conducted as a presentation and analysis of a potential investment. Prerequisite: FIN 340. Credit 1.5 units.

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.

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.

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 QBA 121. Credit 3 units.

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.

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. Prerequisite: FIN 340. Credit 3 units.

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.

B52 FIN 450F Financial Technology: Methods and Practice
This course will provide an overview of financial technology and cover specific topics in this area. Topics covered include data-driven credit modeling, cryptocurrencies, digital wallets and block chains, robo advising, high-frequency trading, crowd funding, and peer-to-peer lending. The course will also discuss the regulatory aspects of fintech. The course will cover different methods as well as practical applications. Prerequisite: FIN 340. Credit 3 units.

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.

B52 FIN 452 Advanced Derivative Securities
This course focuses on implementation of models for pricing and hedging derivative securities in the equity, currency, and fixed-income markets. Students will learn to write programs in a programming environment such as MATLAB to implement the Black-Scholes model, binomial models, Monte-Carlo methods and finite-difference methods. The derivatives studied will include exotic equity and currency derivatives and caps, floors and swaptions. The goals of the course are to learn more about the various instruments that are traded, the various assumptions and methods that may be chosen in modeling them, and the importance of the assumptions in determining the prices and hedges that are chosen. The course will be especially useful to students pursuing careers in sales and trading who will interact with research departments and students pursuing careers in asset management. Prerequisite: FIN 451. Credit 3 units.

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 will allow the students to implement them correctly and efficiently. The curriculum will emphasize practical applications of empirical methods used in financial research and how to implement them. Students in the course will learn...
The primary focus of this course is 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 study 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.

B99 INTL 300B Applying International Experiences
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 though participation in on-site orientations; maximizing academic advising services while abroad; identifying opportunities to engage with the local culture; connecting student’s individual personal and professional goals by revisiting actions and outcomes. Prerequisite: enrolled in current Olin Study Abroad program. Credit 0.5 units.

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 US, 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 will learn about the Israel economy, different industries, Israeli culture and politics along with the critical business challenges and opportunities that face Israel. This course includes a required immersion experience to Israel and contains an additional lab fee for the immersion. Credit 3 units. EN: S

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.

International Business

Management
Credit 3 units. EN: S

**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.

**B53 MGT 200A Business Fundamentals 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

**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, in how they relate to current changes in Cuba, and in how they may affect future prospects. The normalization of relations between the United States and Cuba will be studied in terms of its impact on business for U.S. 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 instructor; online application.
Credit 3 units.

**B53 MGT 200C Venture Creation**
Venture Creation is designed for students who are interested in exploring the venture creation process, or the undertaking of creating a new business from scratch. The course allows students to experience entrepreneurship in a unique and innovative manner by integrating theory and practice in an interactive learning by doing process. The goal of the course is to assist and support students in the realization of a business vision from inception of an idea to fruition of a company producing value.
Credit 3 units.

**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 managing 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://gephardtinstitute.wustl.edu/for-faculty-and-staff/community-engaged-teaching) course.
Credit 4 units.

**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.

**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.

**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
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

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

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

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. Prerequisite: admission to the London Internship Program. Credit 3 units. BU: IS

B53 MGT 401 CEL Practicum
The CEL offers students the opportunity to gain experience in a CEL Practicum. The CEL Practicum partners with regional, national, and international businesses, whereas the SBI partners with local small businesses. Students work in a four- to six-person team 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 deliverables throughout the semester, including the final written and oral report at the conclusion of the project. Credit 3 units.

B53 MGT 401M Sustainable Development and Conservation Through Entrepreneurial Collaboration: Madagascar
This course focuses on sustainable development in rural subsistence economies, using Madagascar as case study. Students from diverse disciplines are challenged to develop and assess the feasibility of projects that can have positive impact on communities constrained by poverty traps. The span of projects includes topics such as forest conservation and use, nutrition, health, food security, clean water, education, and bottom-up economic growth. Students in humanities, social sciences, business, design, engineering, physical sciences, law, social work, economics, political science, public health and other areas use their different perspectives to search for answers. Teamwork and peer teaching are central to this course. Competitively evaluated projects will be field tested in Madagascar. Student teams travel to Madagascar in May and work with the Missouri Botanical Garden Community Conservation Program to adapt projects to conflicting environmental, cultural, economic, and political factors. Lab fee: Project teams selected to go to Madagascar will be assessed a lab fee at the time that their participation in the trip is confirmed and travel arrangements have been made. The lab fee covers the cost of airfare, in-country transportation, and approximately three weeks of in-country lodging and food. Prerequisite: Students submit their application for consideration to the CEL. Students are notified when the application is available. There is limited enrollment. If accepted, the CEL will formally enroll students in this course. Poster sessions for students taking the trip occur during the following fall term. Students may not withdraw from this course after the third week of February. Credit 3 units.

B53 MGT 401S Small Business Initiative
The CEL offers student the opportunity to gain SBI experience. The SBI partners with local small businesses. Students work in a four- to six-person team 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 deliverables throughout the semester, including the final written and oral reports at the conclusion of the project. Credit 3 units.

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.

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.

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.

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 multiculture 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

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.

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. Students can either enroll in either MGT 421 or MGT 460L. They can't receive credit for both courses. Credit 3 units. EN: S

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 the world of sports management 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, advisers 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: junior standing. BSBA or entrepreneurship major recommended. CET (https://gepphardinstitute.wustl.edu/cec/olin-business-school) course. Credit 3 units.

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.

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 nor does the grade count toward the student’s GPA. Students must submit an application for approval to the Weston Career Center. Prerequisite: approval from Weston Career Center. Credit 1.5 units.

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.

**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.

**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 the following: (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 that sports commissions play within communities; and (7) current events that affect the growth and evolution of the sports business industry. Credit 3 units.

**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—both for student and employers. Prerequisite: admission to one of Olin's International Internship Programs. Credit 1.5 units.

**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.

**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.

**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.

**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.

**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. 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.

**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...
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 3 units.

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.

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.

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. EN: S

B53 MGT 460M Business of Social Impact
This course is designed for students interested in understanding how social change and social impact can be achieved, borrowing tools and approaches from a broad spectrum of disciplines by asking the following questions: What is social impact and what is social change? How has the concept of social impact developed, where did it come from, and how is it useful? How can social impact be meaningfully measured? What examples exist for cooperation and mutual support in the achievement of social impact? What role do for-profit organizations play in creating and promoting social impact? How do CSR, PPP and BOP achieve social impact? The course is based around social impact as a concept, measuring social impact and building institutions, and partnerships around social impact. It will be taught with a practical bent using examples from existing social impact organizations, including those of the professor. Guest speakers will provide case studies of social impact approaches from the local area. Credit 1.5 units.

B53 MGT 460N Laboratory for Defense and Corporate Cybersecurity Innovation
As a joint entrepreneurial lab between Saint Louis University and Washington University in St. Louis, this non-traditional class focuses on ideating and developing entrepreneurial solutions for real-world problems by applying flipped classroom, experiential, and team-based learning methodologies. Students will be guided by joint instructors with extensive experience in entrepreneurship and the Department of Defense, as well as have the opportunity to interact with senior executives from corporate America and the Department of Defense. Student-developed viable solutions may be implemented in real application beyond the course. Classes will be held off campus in the Cortex Innovation Community. Credit 3 units.

B53 MGT 460O Business of Arts
This course will build on the business basics students learn in MGT 200A or MGT 100. The intent of the course is to provide students in art-related fields with a skill set that enables them to pursue their artistic vision and ambitions while simultaneously having enough commercial success to make their career viable. Furthermore, the course provides students within business fields the opportunities to apply their technical skills to unique opportunities within creative fields. The course will be a blend of learning a set of appropriate business skills (organized by activities rather than functions), interaction with people from art businesses, and student/team research and presentations. The content will be geared toward an art business (as opposed to fashion or architecture), with the subfields included in the discussion. Prerequisite: MGT 200A or MGT 100. Credit 3 units.

B53 MGT 471 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. Credit 3 units.

**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.

**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.

**Managerial Economics**

Visit online course listings to view semester offerings for B54 MEC (https://courses.wustl.edu/CourseInfo.aspx?sch=B&dept=B54&crsƊ=1:4).

**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: completion of Math 131 or concurrent enrollment in Math 132 or Math 233. Credit 3 units. EN: S

**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; and global economic competition and business strategy. Prerequisites: MEC 290 or Econ 1011, and QBA 120. Credit 3 units. EN: S

**B54 MEC 292C Global Economy — South America**

This course introduces the fundamentals of international economic analysis. It 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; and global economic competition and business strategy. Prerequisites: MEC 290 or Econ 1011, QBA 120, and admission to the Emerging Economies South American Program. Credit 3 units.

**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 that influence international trade; balance of payments; exchange rates and the foreign exchange market; international capital flows; national competitive advantage and industrial policies; and 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.

**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

**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.

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.

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 20-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.

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.

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. EN: S

B54 MEC 494 Business and the Environment
This course will examine the relationship between environmental economics and environmental policy. The course will focus on air pollution, water pollution, and hazardous wastes, with some attention given to biodiversity and global climate change. The course will critically examine two prescriptions that economics usually endorses: (1) the "balancing" of benefits against costs (e.g., benefit-cost analysis) and the use of risk analysis in evaluating policy alternatives; and (2) the use of market incentives (e.g., prices, taxes, charges) or "compliance" instead of traditional command-and-control regulations to implement environmental policy. Prerequisite: Econ 1011. Same as L11 Econ 451. Credit 3 units. A&S IQ: SSC Art: SSC BU: BA, ETH EN: S

Marketing

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

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

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. Students may not receive credit for both MKT 370N and this course. Prerequisites: MKT 370, QBA 120 and QBA 121 or concurrent enrollment in QBA 121. Credit 3 units.
B55 MKT 400E Elements of Sales: Tools and Techniques
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.

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 brand firms. Prerequisite: MKT 370, QBA 200A and either completion or concurrent enrollment in MKT 378 or MKT 470N. Credit 3 units.

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 and either QBA 120, Math 2200, Math 3200 or ESE 326. Credit 3 units.

B55 MKT 400I Business & Marketing Innovation
Innovation is a major strategic activity for most firms, as success is vital to face the rapid increase in competition and ever-changing customer demands. However, innovation is risky, and most new solutions fail in the marketplace. Thus, expertise in the development and marketing of new solutions is a critical skill for all managers. This course is about generating innovative opportunities and designing new solutions. The emphasis on solutions rather than the narrower focus on products is intentional, as this course is more about business innovation and somewhat less about new product design specifically; however, new product design will be covered. In addition, while the course does overlap with entrepreneurship, the focus will be on innovation in both small and large companies. The follow-up course will focus more on how to mark an innovation once it is ready to go to market. It will focus on key business and marketing innovations, such as the following. Business innovations: components of a successful innovation strategy and how to manage effectively; approaches and frameworks for uncovering unmet (and future) customer needs; tools to focus on market-creation vs. market-competition; tools and techniques for analyzing the validity and potential of new opportunities; how to forecast new product adoption and diffusion outcomes; how to manage the threat of disruptive innovation; how to design solutions that include functional, social, and emotional components; the attributes of great product and solution design. Marketing innovations: attributes of a successful product launch strategy; customer segmentation and uncovering what “causes” those customers to buy; first mover advantages and disadvantages (when and how to enter new markets); matching innovations with the right monetization strategy; concept and market testing; experimentation methods for developing and launching new solutions (lean start-up); business model innovation and how to compete through business models; innovative branding techniques; data-driven marketing that integrates channels and personalizes the customer experience. Prerequisite: MKT 370. Credit 3 units.

B55 MKT 400L Causal Inference
This course introduces students to causal inference. Advances in information technology provide an enormous amount of valuable data to business. Good data-driven decision making often goes beyond discovering correlations in the data. Making the right prescriptive decisions often requires managers to tease out the causal relationship(s) between the prescriptions and outcomes of interest. Mastering causal inference is likely to become more rewarding over time as AI continues to complement human judgement with quick data analyses at a low cost. Throughout the course, we will go over many examples of why understanding causal relationships is important. Course goals include identifying proper statistical tools to tease out the deterministic processes that have generated the data in the presence of randomness; identifying alternative data-generating processes that could have generated the same data; understanding that observational data come from agents’ decisions and that these decisions could lead to biased samples; understanding omitted variable bias and reverse causality; designing and implementing various statistical and experimental methods of addressing the basic causal-inference problem using statistical software; digging deeper into the mechanisms (decision trees) that yield the causal relations; and articulating analyses in presentations. Prerequisite: QBA 120. Credit 3 units.

B55 MKT 400M Sports Marketing
In this introduction to sports marketing, students will learn the difference between marketing of sports and marketing through sports. In addition to studying the basics of sports marketing, we will examine the following: (1) the special nature of sports marketing; (2) the sport consumer; (3) the sport product and the key issues in developing a sport product strategy; (4) sport property branding; and (5) sport marketing decision making and ticket pricing. Prerequisite: MKT 370. Credit 3 units.

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. Contact instructor or BSBA Office for questions. Prerequisite: completion or concurrent enrollment in MKT 370 and instructor permission. Credit 3 units.
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, franchisees, 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.

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.

B55 MKT 470N Applied Marketing Research
This course is designed to provide you with an appreciation of the role of marketing research (MR) in the formulation and solution of marketing problems. In this course, you will be developing an understanding of the marketing research process, and understand how to read reports and use output from marketing research to make managerial decisions. While the course will cover the process of engaging in marketing research, the emphasis is on understanding how to interpret output from marketing research so that you can gain greater mileage from marketing research reports that are run for your company, and on understanding what types of information can be collected so you will understand what types of information you can commission once you step into a managerial role. BSBA students can't enroll in this course. Students may not receive credit for both MKT 378 and this course. Prerequisite: MKT 370, Math 131 and Math 2200. Credit 3 units.

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

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.

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.

B55 MKT 478 New Product Management
In a rapidly changing business environment in which 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 when developing new products. The course focuses on key new product issues, including the 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 decisions for new products (the four Ps), 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 or concurrent enrollment in MKT 378 or MKT 470N. Credit 3 units.

B55 MKT 480 Marketing Strategy
Successful business plans are dependent on well-defined and carefully crafted marketing strategies. In this course, students will 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 will become astute observers of the strategic trends in marketing across a variety of industries. Prerequisite: MKT 370 and completion or concurrent enrollment in QBA 121. Credit 3 units.
B55 MKT 481 Advertising and Promotions
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.

Operations and Supply Chain Management

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.

B58 OSCM 400C Analytics for Operational Excellence
This course is an introduction to data science in Python, which assumes no prior programming experience. The course is broken down into two units. In the first unit, students will be introduced to the basics of Python as a programming language. The second unit of the course is devoted to data analytics; students will use Python to explore and visualize real-world data sets from various industries including finance, sports, and technology. Prerequisite: Completion or concurrent enrollment in OSCM 356. Credit 3 units. EN: TU

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.

B58 OSCM 458 Operations Analytics
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.

Organizational Behavior

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. Prerequisite: MGT 100 or sophomore standing. Credit 3 units. EN: S

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 of 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 3 units.

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.

B66 OB 400E Talent Analytics
Finding, developing, and retaining the best talent has always been the key to sustained success in business. Organizations today have potential access to far more useful information about people than ever before, but most struggle to access and use it effectively. In a highly competitive global market, rigorously analyzing data to enable timely strategic decisions about talent provides a critical edge. In this course, students will learn how to use analytics to bring data and rigorous modeling to bear on people-related issues, such as recruiting, performance evaluation, leadership development and succession, job design, and compensation. Together, these can help organizations achieve long-range strategic goals rather than simply serving as an administrative support function. Prerequisites: OB 360 and QBA 200A. Credit 1.5 units.

B66 OB 400F People Metrics
Since metrics are at the core of people analytics, this course introduces students to the foundations of assessing behavior in organizations using novel measurement approaches and large datasets. Through classroom discussions and real-world applications, this course will enable you to add value to organizations through the development, use, and interpretation of innovative people metrics. Specifically, after taking this course, you will be able to develop a clear and logical conceptual measurement model. A conceptual measurement model is the foundation of creating novel and useful new approaches for assessing intrapersonal characteristics (e.g., personality) and interpersonal behavior (e.g., knowledge sharing, teamwork). Prerequisites: OB 360 and QBA 200A. Credit 1.5 units.

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.

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.

Data Analytics

B59 DAT 120 Managerial Statistics I
The first of a two-course sequence in business applications of statistics, focused on descriptive statistics, probability 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.

B59 DAT 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: DAT 120 or approved equivalent; MATH 132; and MEC 290 or ECON 1011. Credit 3 units.

B59 DAT 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 intelligent business decision makers in various management situations. The course utilizes structured problem-solving approaches that heavily rely 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 a 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: DAT 120 and completion or concurrent enrollment in DAT 121. Credit 3 units.

B59 DAT 220 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 intelligent business decision makers in various management situations. The course utilizes structured problem-solving approaches that heavily rely 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 a 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: DAT 120 and completion or concurrent enrollment in DAT 121. Credit 3 units.

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 as follows:

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 one College Writing Program themed writing course 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 may also satisfy a distribution requirement.

Professional Requirements (a minimum of 60 units)

A. Core Requirements (42 units):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 2610</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 2620</td>
<td>Principles of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MEC 290</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MEC 292</td>
<td>Global Economy</td>
<td>3</td>
</tr>
<tr>
<td>or Econ 1021</td>
<td>Introduction to Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>MGT 100</td>
<td>Individual in a Managerial Environment</td>
<td>3</td>
</tr>
<tr>
<td>MGT 150A</td>
<td>Foundations of Business</td>
<td>2</td>
</tr>
<tr>
<td>MGT 201</td>
<td>Management Communication</td>
<td>4</td>
</tr>
<tr>
<td>FIN 340</td>
<td>Capital Markets and Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 370</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>OB 360</td>
<td>Organization Behavior Within the Firm</td>
<td>3</td>
</tr>
<tr>
<td>OSCM 356</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>DAT 120</td>
<td>Managerial Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>DAT 121</td>
<td>Managerial Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>DAT 200A</td>
<td>Analytics and Modelling for Business Decisions</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 42

* Transfer students entering Olin Business School must take MGT 100 or MGT 380 to satisfy this requirement.

B. Professional Electives (a minimum of 18 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. 930) 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 per year to stay on target with a four-year graduation plan.

120 credits minimum

First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Units</th>
<th>Spring</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 100</td>
<td>3</td>
<td>MEC 290</td>
<td>3</td>
</tr>
<tr>
<td>Math 131 or higher</td>
<td>3</td>
<td>DAT 120</td>
<td>3</td>
</tr>
</tbody>
</table>
English 3
Composition **
MGT 150A 2
Electives 3-6

Sophomore Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Units</th>
<th>Spring</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAT 121</td>
<td>3</td>
<td>DAT 200A</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 2610</td>
<td>3</td>
<td>Core</td>
<td>3-6</td>
</tr>
<tr>
<td>MGT 201</td>
<td>4</td>
<td>Electives</td>
<td>6-9</td>
</tr>
<tr>
<td>Core</td>
<td>0-3</td>
<td>requirement(s)</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>3-6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Junior Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Units</th>
<th>Spring</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core/Professional requirements</td>
<td>6-12</td>
<td>Core/Professional requirements</td>
<td>6-12</td>
</tr>
<tr>
<td>Electives</td>
<td>3-9</td>
<td>Electives</td>
<td>3-9</td>
</tr>
</tbody>
</table>

Senior Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Units</th>
<th>Spring</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional electives</td>
<td>6</td>
<td>Professional electives</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
<td>Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

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 College Writing Program course in either the 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 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 and FIN 343.
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 as part of 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 as part of 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. ROTC units numbered 300 or above will count toward the student's 120 units required for graduation. These credits may count toward the advanced non-business requirements providing the course is taken for a grade.

O. 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.

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 will be considered for membership in Beta Gamma Sigma, provided that the student's cumulative GPA is in the top 7 percent or top 10 percent of their respective graduating class. A student's cumulative GPA will include their course work at Washington University as well as any course work taken out of residence. 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 must successfully complete both 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 during the first semester; with successful progress, the student writes, presents and defends their research during 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 or above.

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 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. The Olin Business School employs the following grading system for evaluating student performance:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>
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 the 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 basis. 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 GPA in all course work taken at the university and a 2.0 GPA 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 after 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 GPA 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 Olin Business School. Failure on the part of a student to meet the conditions of probation during 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 Habif Health and Wellness Center (http://shs.wustl.edu). Then, the student should submit the MLOA petition to Habif Health and Wellness Center. A student's request for the MLOA or re-enrollment from an approved MLOA will be reviewed by Habif Health and Wellness Center once the recommendations are received. The decision of whether or not to grant the request for an MLOA or re-enrollment will be communicated to the student by the BSBA Programs Office. A student considering an MLOA should first contact Habif Health and Wellness Center 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, that 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 Conduct Code or Academic Integrity policy.

The Olin School expects that all business courses will 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 from Association to Advance Collegiate Schools of Business (AACSB) International. 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 also be taken in residence.

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) programs, 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 DAT 120 Managerial Statistics I, even when AP credit is earned for Math 2200 Elementary Probability and Statistics.

**Administration**

Mark Taylor (https://olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=mark.p.taylor)
Dean
PhD, Birbeck College, University of London

Kelly Bean, MS
Senior Associate Dean and Charles F. Knight Distinguished Director of Executive Education

Sam Chun, PhD
Assistant Dean and Director of Executive Education

Paula A. Crews, MBA
Associate Dean and Director, Marketing and Communications

Brent Jenson, MBA
Senior Associate Dean of Finance

Steven J. Malter, PhD
Senior Associate Dean and Director of Programs

Jessica R. Martin — Chief of Staff

Todd Milbourn, PhD
Vice 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

Nancy Barter
Executive Director of Development
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. 930) in this Bulletin to view more information about a specific major:

- Accounting
- Business of Analytics*
- Business of Arts*
- Business Economics
- Business of Entertainment*
- Business of Social Impact*
- Business of Sports*
- Entrepreneurship
- Finance
- General Business
- Health Care Management
- International Business*
- Marketing
- Operations and Supply Chain Management
- Organization and Strategic Management
- Strategy

* BSBA students can earn the business of analytics, business of arts, business of entertainment, business of social impact, business of sports, or the international business minor as part of their undergraduate degree.

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. 937) in this Bulletin to view more information about a specific minor:

- Accounting
- Business of Analytics*
- Business of Arts*
- Business Economics
- Business of Entertainment*
- Business of Social Impact*
- Business of Sports*
- Entrepreneurship
- Finance
- General Business
- Health Care Management
- International Business*
- Marketing
- Operations and Supply Chain Management
- Organization and Strategic Management
- Strategy

* The financial engineering major is offered to any undergraduate day division student as a second major option only.
Engineering

Mission Statement
The mission of the McKeelv School of Engineering at Washington University in St. Louis 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 McKeelv School of Engineering 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, environmental engineering, mechanical engineering, and systems science and engineering.

If a student is interested in an academic program broadly based on the engineering sciences, the McKeelv School of Engineering offers the Bachelor of Science (BS) Major in Applied Science degree with several options, including chemical engineering, computer science + math, 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 McKeelv School of Engineering.

BS in Engineering (Individually Designed Major)
The requirements to be admitted to an individually designed major (IDM) are more stringent than those for our other engineering degree programs. 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 meeting the following requirements:

• 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 grade-point average at Washington University and be maintaining good standing in the McKeelv School of Engineering
• Find an Engineering faculty member who will agree to serve as their 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
• 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 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 described elsewhere on this 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 McKeelv School of Engineering: 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 to and completion of the minor program. Students may declare a minor online via WebSTAC (https://acadinfo.wustl.edu/WebSTAC.aspx) 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 to the minor is noted on the diploma.

Residency Rule for Engineering Minors: No more than 6 units of credit transferred from another institution (outside of Washington University) can be used to meet the requirements of any minor offered by the McKelvey School of Engineering. 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.

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 McKeelvey School of Engineering master's degrees; this includes Henry Edwin 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 McKeelvey School of Engineering and the department of interest. A minimum 3.0 GPA is required for admission, but some programs may have higher GPA requirements. Each McKeelvey School of Engineering 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/bm-ms.aspx) website.

Engineering Undergraduates

The Bachelor's/Master's Program for current McKeelvey School of Engineering undergraduate students normally takes one additional year to complete and requires participants to complete at least 150 total units. 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 both 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 engineering undergraduate degree and at least 30 in-residence units counted for the engineering master's degree, with a total of 6 units from undergraduate course work double-counting toward the requirements for both degrees.

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 McKeelvey School of Engineering master's students. Admitted students may 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 the student is admitted to the master's program, but these courses will not be counted toward the McKeelvey School of Engineering 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 (i.e., 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 McKeelvey School of Engineering. Students in these 3/2 programs will pay the
standard full-time undergraduate tuition rate for the fourth year, except for those in the MBA program, which charges a premium above the undergraduate tuition rate. Students will receive financial aid for the fourth year based on 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 McKelvey School of Engineering 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, which is 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 the 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 McKelvey School of Engineering offers a dual degree program with numerous other affiliated liberal arts colleges and universities (http://engineering.wustl.edu/prospective-students/dual-degree/Pages/affiliated-schools.aspx). 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 the 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 McKelvey 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 enable students to become global citizens who are better able to address current issues.

For information about these programs, please visit the McKelvey School of Engineering 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, to gain career clarification, to improve communication and team project skills, and to enhance their marketability with future employers.
The cooperative education experience is typically completed over the course of a semester and a summer term, but it may be extended for a maximum of one year with faculty adviser approval.

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 about co-ops and internships, please visit the Career Center website (http://careercenter.wustl.edu) or call 314-935-5930.

Pre-Medical Education

The McKelvey School of Engineering 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 to those who have completed 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
- **Biochemistry**: Biol 451
- **General Chemistry**: two semesters with lab
- **Organic Chemistry**: two semesters with lab
- **General Physics**: 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 Undergraduate 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 a cover letter from the Pre-Medicine Committee must complete the Pre-Health Application Institutional Review (PIR) by April of the year in which they apply.

Engineering Summer School

The McKelvey School of Engineering 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, or by phone at 314-935-6100.

Student Services

Engineering Undergraduate Student Services

Engineering Undergraduate Student Services, which 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 McKelvey School of Engineering. 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 Undergraduate 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 the Engineering Communication Center (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 experience, 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 call 314-935-5930, email the Career Center (careers@wustl.edu), or visit the Career Center website (http://careercenter.wustl.edu).

Course Descriptions

For administrative purposes, the McKelvey School of Engineering 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 and 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 is given 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_2017.pdf) and, for each course, the division of its topics units is available and frequently updated on the school’s website.

**First-Year Program**

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. It may be that a load of less than 14 units is desirable, but students are advised not to enroll in more than 16 units during the first semester. Students should enroll in the following courses:

- **Calculus:** Beginning engineering students with previous calculus course work usually start 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**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
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<tbody>
<tr>
<td>Mathematics (Math 132)</td>
<td>3</td>
</tr>
<tr>
<td>Physics (Physics 191F, 191L)</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry (Chem 111A or Chem 105 and Chem 151)</td>
<td>5</td>
</tr>
<tr>
<td>Humanities/social sciences elective</td>
<td>3</td>
</tr>
<tr>
<td>Engineering course(s)</td>
<td>3-6</td>
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</tbody>
</table>

*Required for Biomedical Engineering, Chemical Engineering and Pre-Medicine students during the first semester.

**Suggested Courses for Second Semester**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>Mathematics (next course)</td>
<td>3</td>
</tr>
<tr>
<td>Physics (Physics 192F, 192L)</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry (Chem 112A and Chem 152)``</td>
<td>5</td>
</tr>
<tr>
<td>Humanities/social sciences elective</td>
<td>3</td>
</tr>
<tr>
<td>Engineering course(s)</td>
<td>3-6</td>
</tr>
</tbody>
</table>
**Required for Biomedical Engineering, Chemical Engineering and Pre-Medicine students during the second semester.

**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 105 first semester; ESE 260 second semester
- **Environmental Engineering**: EECE 101 first semester; EECE 210 second semester
- **Mechanical Engineering**: MEMS 202 first semester
- **Systems Science and Engineering**: CSE 131 and ESE 105 first semester; ESE 205 second semester.

**Contact:** Engineering Undergraduate Student Services

**Phone:** 314-935-6100

**Website:** http://engineering.wustl.edu

**Fields of Study**

- Biomedical Engineering (p. 970)
- Computer Science & Engineering (p. 983)
- Electrical & Systems Engineering (p. 1006)
- Energy, Environmental & Chemical Engineering (p. 1030)
- Mechanical Engineering & Materials Science (p. 1045)
- University of Missouri-St. Louis/Washington University Joint Undergraduate Engineering Program (p. 1063)

**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 (https://www.bmes.org).

**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 do the following:

- 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 or 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. It is accredited by the Engineering Accreditation Commission of ABET (http://www.abet.org).

The curriculum is structured around a basic core of 80 credits. In addition, a complementary set of courses totaling at least 40 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, including 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 32 engineering topics credits. Therefore, students pursuing a BS–BME degree will need 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 (http://bme.wustl.edu/undergraduate/pages/undergraduate-curriculum.aspx) webpage.
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 Undergraduate 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, which leads 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 advanced placement 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.

Premedical Preparation

Biomedical engineering is also excellent preparation for various professional schools, particularly medical schools. Many students complete their premedical requirements while obtaining their BME degrees. Premedical preparation is not a major; rather, it allows students to fulfill the requirements needed for entry to medical school. Further information can be obtained by visiting the Premedicine (https://engineering.wustl.edu/current-students/student-services/Pages/premedicine.aspx) webpage and by contacting the McKelvey School of Engineering's Health Professions Adviser, Ron Laue, at 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 who wish to enter industry. However, since most companies ask that students spend the equivalent of one semester and a summer participating in these experiences, 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.

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

Professors

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
Princess Imoukhuede (https://engineering.wustl.edu/Profiles/ Pages/Princess-Imoukhuede.aspx)
PhD, California Institute of Technology
Ligand-receptor signal transduction; angiogenesis; computational systems bioengineering

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

Jon Silva (https://engineering.wustl.edu/Profiles/Pages/ Jonathan-Silva.aspx)
PhD, Washington University
Ion channel biophysics

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

Hong Chen (https://engineering.wustl.edu/Profiles/Pages/Hong- Chen.aspx)
PhD, University of Washington
Physical acoustics; therapeutic ultrasound and ultrasound imaging

Nate Huebsch (https://bme.wustl.edu/faculty/Pages/ faculty.aspx?bio=114)
PhD, Harvard University
Cell-material Interactions, iPSC-based tissue modeling to study cardiac development and disease

Abhinav Kumar Jha (https://bme.wustl.edu/faculty/Pages/ faculty.aspx?bio=125)
PhD, University of Arizona
Development of computational-imaging solutions for diagnosing and treating diseases

Jai S. Rudra (https://engineering.wustl.edu/Profiles/Pages/Jai- Rudra.aspx)
PhD, Louisiana Tech University
Peptide-based biomaterials; immunoengineering; immunology of nanoscale aggregates; development of vaccines and immunotherapies

Michael D. Vahey (https://bme.wustl.edu/faculty/Pages/ faculty.aspx?bio=113)
PhD, Massachusetts Institute of Technology
Biophysical mechanisms of infectious disease; fluorescence microscopy; microfluidics

Senior Professor

Larry Taber (https://bme.wustl.edu/faculty/Pages/Larry- Taber.aspx)
PhD, Stanford University
Mechanics of growth and development; cardiac mechanics

Senior Lecturer

Patricia Widder (https://bme.wustl.edu/faculty/Pages/Patricia- Widder.aspx)
MS, Washington University

Lecturer

Noah Ledbetter (https://bme.wustl.edu/faculty/Pages/Noah- Ledbetter.aspx)
PhD, University of Utah

Senior Emeritus Professor

Frank Yin (https://bme.wustl.edu/faculty/Pages/Frank-Yin.aspx)
MD, PhD, University of California, San Diego

Majors

The Major in Biomedical Engineering

The BS in Biomedical Engineering requires completion of the courses in the Core Curriculum as well as five upper-level Tier courses beyond the Core, as described below. Students must meet all McKelvey School of Engineering and Washington University requirements, including the English Composition requirement (please refer to the Engineering Degree Requirements page). They must also satisfy ABET requirements for a professional degree, which require the accrual of 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 80 credits, outlined below.

Courses          | Units
---              | ---
**Physical Sciences**
General Chemistry (Chem 111A, Chem 112A) | 6
General Chemistry Laboratory I, II (Chem 151, Chem 152) | 4
Students must complete five upper-level Tier engineering courses (15 units), five humanities and social sciences courses (15 units), and three general electives courses (minimum 10 units) beyond the Core Curriculum to complete the major and to prepare for particular fields of employment or education beyond the baccalaureate degree. At least two of the five Tier electives need to be drawn from the Tier I course list below; the remaining three can be chosen from Tier I or Tier II. Students must complete a minimum of 120 units to meet the degree requirements.

### Tier I

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BME 329</td>
<td>Biothermodynamics in Practice</td>
<td>3</td>
</tr>
<tr>
<td>BME 410</td>
<td>International Community Service Learning Project</td>
<td>2</td>
</tr>
<tr>
<td>BME 459</td>
<td>Intermediate Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>BME 464</td>
<td>Orthopaedic Biomechanics — Cartilage/Tendon (#)</td>
<td>3</td>
</tr>
<tr>
<td>BME 465</td>
<td>Biosolid Mechanics (#)</td>
<td>3</td>
</tr>
<tr>
<td>BME 471</td>
<td>Bioelectric Phenomena</td>
<td>3</td>
</tr>
<tr>
<td>BME 4902</td>
<td>Cellular Neurophysiology</td>
<td>3</td>
</tr>
<tr>
<td>BME 4904</td>
<td>Interfaces and Attachments in Natural and Engineered Structures</td>
<td>3</td>
</tr>
<tr>
<td>BME 494</td>
<td>Ultrasound Imaging</td>
<td>3</td>
</tr>
<tr>
<td>BME 523</td>
<td>Biomaterials Science</td>
<td>3</td>
</tr>
<tr>
<td>BME 5565</td>
<td>Mechanobiology of Cells and Matrices</td>
<td>3</td>
</tr>
<tr>
<td>BME 572</td>
<td>Biological Neural Computation</td>
<td>3</td>
</tr>
<tr>
<td>BME 575</td>
<td>Molecular Basis of Bioelectrical Excitation (#)</td>
<td>3</td>
</tr>
<tr>
<td>BME 5820</td>
<td>Fundamentals and Applications of Modern Optical Imaging</td>
<td>3</td>
</tr>
<tr>
<td>BME 589</td>
<td>Biological Imaging Technology</td>
<td>3</td>
</tr>
<tr>
<td>BME 5902</td>
<td>Cellular Neurophysiology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Tier II

All upper-level (300-500) engineering and physics courses that carry 3 engineering topics units (with the exception of required courses such as BME 301A, BME 301B, BME 320B, and so on) count as Tier II electives.

**Note:** Courses in the Tier I list that are marked with a (#) are offered every other year or less. The most up-to-date Tier lists (https://bme.wustl.edu/undergraduate/pages/undergraduate-curriculum.aspx) can be found on the BME website.

### Minors

A number of undergraduate engineering students pursue a minor in engineering or in another discipline, such as business. For biomedical engineering (BME) 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 McKelvey School of Engineering 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**: Because 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 by encompassing electronics, solid-state devices, applied electromagnetics, radiofrequency 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.

McKelvey School of Engineering 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 credit 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 Biomedical Engineering Majors

- Aerospace Engineering (p. 1060)
- Energy Engineering (p. 1044)
- Environmental Engineering Science (p. 1043)
- Mechatronics (p. 1062)
- Nanoscale Science & Engineering (p. 1044)
- Robotics (p. 1062)
- Systems Science & Engineering (p. 1030)

## Courses


### 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 to 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 will 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.


Credit 3 units. EN: TU

### 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. Prerequisite: Phys 197.

Credit 3 units. EN: TU

### 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

### 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

### 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
E62 BME 320B Bioengineering Thermodynamics
This course covers the foundations of thermodynamics with strong emphasis on concepts and the translation of concepts. Topics to be covered include the first and second laws of thermodynamics, probabilistic descriptions of entropy, consequences of the first and second laws in ideal and non-ideal single- and multi-component systems, free energies as descriptors of equilibria in laboratory and biological systems, chemical equilibria, phase equilibria, treatment of aqueous solvents and mixtures, colligative properties, thermodynamics of protein folding, and protein binding equilibria. The material, the lectures, and the homework emphasize learning that enables the translation of concepts into mathematical analysis. A strong background in differential calculus of multiple variables and differential equations (Math 217) is required. Emphasis is placed on regular homework and working in collaborative groups. The main textbook for the course will be “Molecular Driving Forces: Statistical Thermodynamics in Chemistry and Biology,” 2nd edition, by Ken A. Dill and Sarina Bromberg and published by Garland Science. The lectures and course notes will also draw on other sources, including the classical book by Herbert Callen. A weekly recitation section, BME 320A, is also offered. Students are strongly urged to attend lectures and the recitation section.
Credit 3 units. EN: TU

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 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

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

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

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

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. EN: BME T, TU

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

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

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.

E62 BME 432 Physics of Biopolymers and Bioinspired Polymers
This course will cover physics concepts from the statistical
physics of polymers and polymer solutions to describe proteins, nucleic acids, and bioinspired polymers. Topics
include statistical physics concepts, theoretical and numerical
descriptions of polymers, applying these descriptions to
biopolymers, the thermodynamics of polymer solutions, concepts
of polymer dynamics, descriptions of polymeric materials,
and advanced topics in phase transitions and molecular
design. The material will be fast-paced and involve rigorous
mathematical descriptions, experimental design, interpretations
of experimental data, and some numerical simulations. The
course will be heavy on individual homework and team-
based project work. Direct connections between concepts and
modern topics in biology and biomaterials will be emphasized.
Prerequisites: BME 320B or equivalent and a first course in
transport phenomena.
Credit 3 units. EN: TU

E62 BME 442 Biomacromolecules Design and Engineering
Biological macromolecules (i.e., carbohydrates, lipids, proteins,
and nucleic acids) are important components of the cell and its
supporting matrix that perform a wide array of functions.
This course will introduce the principles and recent advances
in nucleic acid/gene engineering, protein/peptide engineering,
and chemical/ enzymatic conjugation technologies; it will also
discuss the application of engineered biomacromolecules in
clinical therapeutics/diagnostics, biosensing, bioimaging, and
biocatalysis. Students will learn material through lecture, reading,
homework, scientific publications, and molecular visualization
tools. Students will work individually or in pairs/groups to develop
and lead discussions on engineering biomacromolecules and
molecular characterization techniques. Prerequisites: basic
knowledge of genes and cloning.
Credit 3 units. EN: TU

E62 BME 444 Biomedical Instrumentation
This course will include operational and instrumentation
amplifiers for bioelectric event signal conditioning, interfacing,
and processing; instrumentation noise analysis and filter design;
A/D converters and hardware and software principles as related
to sampling, storing, processing, and display of biosignals;
modeling, analysis, and operation of transducers, sensors,
and electrodes for physiological and imaging systems; and an
introduction to ultrasound, X-ray, and optical imaging systems. In
addition, students will be involved in three projects of designing
and building instrumentation amplifier and filter systems,
ultrasound systems, and optical systems. Prerequisites: BME
301A and BME 301B.
Credit 3 units. EN: TU

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

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
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

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 bielasticity; 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

E62 BME 470 Mathematics of Imaging Science
This course will expose students to a unified treatment of the mathematical properties of images and imaging. This will include an introduction to linear vector space theory, operator theory on Hilbert spaces, and concepts from applied functional analysis. Concepts from generalized functions, Fourier analysis, and Radon transform will also be discussed. These tools will be applied to conduct deterministic analyses of imaging systems that are described as continuous-to-continuous, continuous-to-discrete, and discrete-to-discrete mappings from object properties to image data. In addition, imaging systems will be analyzed in a statistical framework in which stochastic models for objects and images will be introduced. Prerequisite: senior standing or instructor permission. Same as E62 BME 570 Credit 3 units.

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

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

E62 BME 4902 Cellular Neurophysiology
This course will examine the biophysical concepts of synaptic function, with 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, and models of synaptic disease states such as Parkinson’s and Alzheimer’s diseases. In addition, a set of lectures will be devoted to modern electrophysiological and imaging techniques as well as modeling approaches to study synapses and neural circuits. Prerequisite: senior or graduate standing. Same as E62 BME 5902 Credit 3 units. EN: TU

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 from different fields; and different engineering approaches to connecting dissimilar materials. Prerequisites: BME 4902, 4904, 4905. Credit 3 units. EN: BME T, TU

E62 BME 494 Ultrasound Imaging
Introduction to basic principles of ultrasound imaging, diagnostic ultrasound imaging systems, clinical applications, and emerging technologies in industry. Prerequisite: ESE 351. Credit 3 units. EN: TU

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 you 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 or beyond in order to register. Credit 1 unit.

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.

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.

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.

E62 BME 5072 Radiation Therapy Physics
Ionizing radiation use in radiation therapy to cause controlled biological effects in cancer patients. Physics of the interaction of the various radiation modalities with body-equivalent materials, and physical aspects of clinical applications. Lecture and lab. Prerequisites: graduate student standing or permission of instructor. Credit 3 units.

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.

E62 BME 5074 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

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 will 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 will learn to use CAD to design blood pumping devices, test their designs via computational fluid dynamics, and 3D print and test their pumps with water. Prerequisites: BME 366 or equivalent course in transport phenomena (including momentum and mass transfer). Credit 3 units. EN: TU

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.
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; and the cytoskeleton, the extracellular matrix, and cell movement. Emphasis will be placed on examples relevant to biomedical engineering. The course will include two lectures per week and one discussion section. In the discussion section, the emphasis will be on experimental techniques used in cell biology and the critical analysis for primary literature. Note that 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 Biol 2970 or graduate standing.
Credit 4 units.

E62 BME 532 Physics of Biopolymers and Bioinspired Polymers
This course will cover physics concepts from the statistical physics of polymers and polymer solutions to describe proteins, nucleic acids, and bioinspired polymers. Topics include statistical physics concepts, theoretical and numerical descriptions of polymers, applying these descriptions to biopolymers, the thermodynamics of polymer solutions, concepts of polymer dynamics, descriptions of polymeric materials and advanced topics in phase transitions and molecular design. The material will be fast-paced and involve rigorous mathematical descriptions, experimental design, interpretations of experimental data, and some numerical simulations. The course will be heavy on individual homework and team-based project work. Direct connections between concepts and modern topics in biology and biomaterials will be emphasized. Prerequisites: BME 320B or equivalent and a first course in transport phenomena.
Same as E62 BME 432
Credit 3 units. EN: TU

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

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 the discovery of gene regulatory networks, the quantitative modeling of gene regulatory networks, synthetic biology, and (in some years) the quantitative modeling of metabolism. Prerequisite: CSE 131 or CSE 501N.
Same as E81 CSE 587A
Credit 3 units. EN: TU

E62 BME 538 Cell Signal Transduction
This course will cover the elements of cell signal transduction important to human development, homeostasis and disease. Lectures will be combined with primary literature review to cover canonical signaling and current topics within the field. Spatial, time and dose-dependent aspects of signaling will be 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.

E62 BME 542 Biomacromolecules Design and Engineering
Biological macromolecules (i.e., carbohydrates, lipids, proteins, and nucleic acids) are important components of the cell and its supporting matrix that perform a wide array of functions. This course will introduce the principles and recent advances in nucleic acid/gene engineering, protein/peptide engineering, and chemical/enzymatic conjugation technologies; it will also discuss the application of engineered biomacromolecules in clinical therapeutics/diagnostics, biosensing, bioimaging, and biocatalysis. Students will learn material through lecture, reading, homework, scientific publications, and molecular visualization tools. Students will work individually or in pairs/groups to develop and lead discussions on engineering biomacromolecules and molecular characterization techniques. Prerequisites: basic knowledge of genes and cloning.
Same as E62 BME 442
Credit 3 units. EN: TU

E62 BME 543 Molecular and Cellular Engineering
The ability to engineer biological function at the cellular level holds tremendous potential for both basic and applied science. This course aims to provide knowledge and practical proficiency in the methods available for measuring and controlling the molecular organization of eukaryotic cells. Topics to be covered include genome engineering using viral- and CRISPR-Cas systems; spatial and temporal control of proteins and their interactions; methods for characterizing and engineering post-translational modifications; and the relationship between cellular organization and function in migration, immune cell target recognition, and differentiation. Examples from recent scientific literature will provide the foundation for these topics.
Same as E62 BME 443
Credit 3 units. EN: TU

E62 BME 544 Biomedical Instrumentation
This course will include operational and instrumentation amplifiers for bioelectric event signal conditioning, interfacing, and processing; instrumentation noise analysis and filter design; A/D converters and hardware and software principles as related to sampling, storing, processing, and display of biosignals; modeling, analysis, and operation of transducers, sensors,
and electrodes for physiological and imaging systems; and an introduction to ultrasound, X-ray, and optical imaging systems. In addition, students will be involved in three projects of designing and building instrumentation amplifier and filter systems, ultrasound systems, and optical systems. Prerequisites: BME 301A and BME 301B.
Same as E62 BME 444
Credit 3 units. EN: TU

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

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, mechanosensing of 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 5564
Credit 3 units. EN: BME T, TU

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

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: BME T, TU

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

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

E62 BME 570 Mathematics of Imaging Science
This course will expose students to a unified treatment of the mathematical properties of images and imaging. This will include an introduction to linear vector space theory, operator theory on Hilbert spaces, and concepts from applied functional analysis. Further, concepts from generalized functions, Fourier analysis, and Radon transform will be discussed. These tools will be applied to conduct deterministic analyses of imaging systems that are described as continuous-to-continuous, continuous-to-discrete, and discrete-to-discrete mappings from object properties to image data. In addition, imaging systems will be analyzed in a statistical framework where stochastic models for objects and images will be introduced. Prerequisite: senior standing or instructor permission.
Credit 3 units.

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.
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.

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.

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. Prerequisite: BME 5712 or permission of instructor.
Credit 4 units.

E62 BME 5712 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.

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.

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.

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.
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 electrophysiography. Prerequisites: differential equations, Laplace transform, electromagnetic field theory (undergraduate level).
Credit 3 units. EN: TU

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. EN: TU

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.

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.

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.

E62 BME 5820 Fundamentals and Applications of Modern Optical Imaging
Analysis, design, and application of modern optical imaging systems, with emphasis on biological imaging. The first part of the 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). The second part of the 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 E55 ESE 582.
Credit 3 units. EN: BME T, TU

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: BME T, TU

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: BME T, TU

E62 BME 5902 Cellular Neurophysiology
This course will examine the biophysical concepts of synaptic function, with a 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, and models of synaptic disease states such as Parkinson's and Alzheimer's diseases. In addition, a set of lectures will be devoted to modern electrophysiological and imaging techniques as well as modeling approaches to study synapses and neural circuits. Prerequisite: senior or graduate standing. Credit 3 units. EN: TU

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, 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

E62 BME 5911 Cardiovascular Biophysics Journal Club
This journal club is intended for beginning graduate students, advanced undergraduates and MTP 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.

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 of identifying 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

E62 BME 594 Ultrasound Imaging
This course will 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

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, medicine, music, 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, five undergraduate degrees, combined undergraduate and graduate programs, and several 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. During 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
gather the information that 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
classify 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 into one of the following categories: S for software
systems, M for machines (hardware), T for theory, or 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 that can be taken as requirements
or electives for any of the undergraduate degree programs.
We offer a Bachelor of Science in Computer Science (BSCS),
a Bachelor of Science in Computer Engineering (BSCoE), a
Bachelor of Science in Business and Computer Science (CS+
Business), a Bachelor of Science in Computer Science +
Mathematics (CS+Math), a Bachelor of Science in Computer
Science + Economics (CS+Econ), a Second Major in Computer
Science. In addition to these six programs, CSE offers a pre-
medicall 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 CSE
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.

BSCS: 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.

BSCoE: 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.

CS+Business: This joint major (https://cse.wustl.edu/
undergraduate/programs/Pages/bs-business-computer-science.aspx) provides students with the fundamental knowledge and
perspectives of computer science and business and of the
unique opportunities created by combining them.

CS+Econ: This applied science (p. 1001) major allows students
interested in both economics and computer science to combine
these two complementary disciplines efficiently.

CS+Math: This applied science (https://cse.wustl.edu/
undergraduate/programs/Pages/bs-in-computer-science-
math.aspx) major efficiently captures the intersection of the
complementary studies of computer science and math.

Second Major in Computer Science: The second major
(http://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 the second major in computer science programs.
Students interested in the pre-medical option should refer to
the McKelvey School of Engineering (p. 968) 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 at
admissions@cse.wustl.edu or by phone at 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. 1063) defined by the McKelvey School of Engineering, 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 requirements. 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 on the student's cumulative grade-point average, calculated at the end of the junior year, will be awarded automatically during the student's final year of study. Students are classified as graduate students during their final year of study, and their tuition charges are at the graduate student rate. For information about 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 additional course 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 will 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 Olin Business School (p. 919) 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 Introduction to Computer Science, CSE 132 Introduction to Computer Engineering, 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 following 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 or the BSCS, BSCoE, CS+Math or CS +Business degrees. 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 experience 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 (https://careercenter.wustl.edu/items/engineering-co-op-program) that is part of the Career Center in the Danforth University Center, Suite 110.

Research: Participating in undergraduate research (https://cse.wustl.edu/undergraduate/Pages/undergraduate-research.aspx) 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.

Study Abroad: Students in the McKelvey 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 who are 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 McKelvey School of Engineering 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 Introduction to Computer Science. 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 at 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

Sanjoy Baruah (https://engineering.wustl.edu/Profiles/Pages/Sanjoy-Baruah.aspx)
PhD, University of Texas at Austin
Real-time and safety-critical system design, cyber-physical systems, scheduling theory, resource allocation and sharing in distributed computing environments

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
Parallel and distributed real-time embedded systems, cyber-physical systems, concurrency platforms and middleware, formal models and analysis of concurrency and timing

Raj Jain (https://engineering.wustl.edu/Profiles/Pages/Raj-Jain.aspx)
Barbara J. & Jerome R. Cox Jr. Professor of Computer Science
PhD, Harvard University
Network security, blockchains, medical systems security, industrial systems security, wireless networks, unmanned aircraft systems, internet of things, telecommunications networks, traffic management
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
Internet of things, real-time, embedded, and cyber-physical systems, cloud and edge computing, wireless sensor networks

Neal Patwari (https://engineering.wustl.edu/Profiles/Pages/Neal-Patwari.aspx)
PhD, University of Michigan
Application of statistical signal processing to wireless networks, and radio frequency signals

Weixiong Zhang
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

Yevgeniy Vorobeychik (https://cse.wustl.edu/faculty/Pages/faculty.aspx?bio=185)
PhD, University of Michigan
Artificial intelligence, machine learning, computational economics, security and privacy, multi-agent systems

Assistant Professors

Ayan Chakrabarti (https://engineering.wustl.edu/Profiles/Pages/Ayan-Chakrabarti.aspx)
PhD, Harvard University
Computer vision computational photography, machine learning

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

Chien-Ju Ho (https://engineering.wustl.edu/Profiles/Pages/Chien-Ju-Ho.aspx)
PhD, University of California, Los Angeles
Design and analysis of human-in-the-loop systems, with techniques from machine learning, algorithmic economics, and online behavioral social science

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

Ulubek Kamilov (https://engineering.wustl.edu/Profiles/Pages/Ulugbek-Kamilov.aspx)
PhD, Ecole Polytechnique Fédérale de Lausanne, Switzerland
Computational imaging, image and signal processing, machine learning and optimization

Brian Kocoloski (https://cse.wustl.edu/faculty/Pages/faculty.aspx?bio=115)
PhD, University of Pittsburgh
Scalable parallel computing, cloud computing, operating systems, virtualization

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

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
William Yeoh (https://engineering.wustl.edu/Profiles/Pages/William-Yeoh.aspx)
PhD, University of Southern California
Artificial intelligence, multi-agent systems, distributed constraint optimization, planning and scheduling

Miaomiao Zhang (https://cse.wustl.edu/faculty/Pages/faculty.aspx?bio=183)
PhD, University of Utah
Medical image analysis, statistical modeling, and machine learning

Ning Zhang (https://cse.wustl.edu/faculty/Pages/faculty.aspx?bio=182)
PhD, Virginia Polytechnic Institute and State University
System security, software security

Professor of the Practice

Dennis Cosgrove (https://cse.wustl.edu/faculty/Pages/Dennis-Cosgrove.aspx)
BS, University of Virginia
Programming environments and parallel programming

Lecturers

Steve Cole, Senior Lecturer
PhD, Washington University in St. Louis
Parallel computing, accelerating streaming applications on GPUs

Marion Neumann (https://cse.wustl.edu/faculty/Pages/Marion-Neumann.aspx), Senior Lecturer
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), Lecturer
PhD, Washington University
Computer architecture and memory management

Douglas Shook (https://cse.wustl.edu/faculty/Pages/Doug-Shook.aspx), Lecturer
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
Computer architecture, organization, and embedded systems

Todd Sproull (https://cse.wustl.edu/faculty/Pages/Todd-Sproull.aspx), Senior Lecturer
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

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 visit the following pages for information about computer science and engineering majors:

- Bachelor of Science in Computer Engineering (p. 999)
- Bachelor of Science in Computer Science (p. 1000)
- Bachelor of Science in Computer Science + Economics (p. 1001)
- Bachelor of Science in Computer Science + Mathematics (p. 1002)
- Bachelor of Science in Business and Computer Science (p. 1002)
- Second Major in Computer Science (p. 1004)
- Second Major in Computer Science + Mathematics

Minors

Please visit the following pages for information about computer science and engineering minors:

- Minor in Computer Science (p. 1005)
- Minor in Bioinformatics (p. 1005)
- Minor in Human-Computer Interaction (p. 1006)

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.

E81 CSE 131 Introduction to Computer Science
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

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.

E81 CSE 132 Introduction to Computer Engineering
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. BU: SCI EN: TU

E81 CSE 204A Web Development
This course explores elementary principles for designing, creating, and publishing effective websites and web application front-ends. Topics include page layout concepts, color theory, design principles, search engine optimization, HTML, CSS, JavaScript, front-end frameworks like Angular and React, and other development tools. Students apply the topics by creating a series of websites that are judged based on their design and implementation. Prerequisite: CSE 131 or equivalent experience. Credit 3 units. EN: TU

E81 CSE 217A Introduction to Data Science
This course provides an introduction to data science and machine learning, and it focuses on the practical application of models to real-world supervised and unsupervised learning problems. We will discuss methods for linear regression, classification, and clustering and apply them to perform sentiment analysis, implement a recommendation system, and perform image classification or gesture recognition. One of the main objectives of the course is to become familiar with the data science workflow, from posing a problem to understanding and preparing the data, training and evaluating a model, and then presenting and interpreting the results. We will also touch on concepts such as similarity-based learning, feature engineering, data manipulation, and visualization. The course uses Python, which is currently the most popular programming language for data science. Prerequisites: CSE 131, MATH 233, and CSE 247 (can be taken concurrently). Credit 3 units. EN: TU

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 use Wi-Fi — one of the fundamental networking technologies behind internet of things devices — and appcessories, which include smart watches, health monitors, toys, and appliances. In addition to learning about internet of things stacks, students gain hands-on experience developing multiprotocol solutions that control and communicate with things using an accompanying web app. 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

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. Prerequisite: CSE 131. Credit 3 units. EN: TU

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. Prerequisite: CSE 247. Credit 1 unit.

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
E81 CSE 247 Data Structures and Algorithms
This course involves the study of fundamental algorithms, data structures, and their effective use in a variety of applications. It emphasizes the 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 131.
Credit 3 units. EN: TU

E81 CSE 247R Seminar: Data Structures and Algorithms
The content of this seminar will vary by semester, but it will generally complement the material taught in CSE 247 Data Structures and Algorithms. Corequisite: CSE 247.
Credit 1 unit. EN: TU

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

E81 CSE 311A Introduction to Intelligent Agents Using Science Fiction
The course uses science-fiction movies to motivate and introduce fundamental principles and techniques in intelligent agent systems. Topics covered include game theory, decision theory, machine learning, distributed algorithms, and ethics. Prerequisite: CSE 247.
Credit 3 units. EN: BME T, TU

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 240 and CSE 247.
Credit 3 units. EN: BME T, TU

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 various web frameworks, 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 the formal presentation of a topic, students develop a related project under the supervision of the instructor. Prerequisite: CSE 131.
Credit 3 units. EN: BME T, TU

E81 CSE 332S Object-Oriented Software Development Laboratory
Intensive focus on practical aspects of designing, implementing, 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: BME T, TU

E81 CSE 341T Parallel and Sequential Algorithms
This 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: BME T, TU

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: BME T, TU

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: BME T, TU

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, l/
O considerations, and a comparison of computer architectures. Prerequisite: CSE 260M. Credit 3 units. EN: BME T, TU

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: BME T, TU

E81 CSE 400 Independent Study
This course involves the 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 (PDF) must be filed in the departmental office. Credit, but it 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.

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 (PDF) 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 advisor. Consult also: CSE 400E. Credit variable, maximum 6 units.

E81 CSE 411A AI and Society
AI has made increasing inroads in a broad array of applications, many of which have socially significant implications. This course will study a number of such applications, focusing on issues such as AI used for social good, fairness and accountability of AI, and potential security implications of AI systems. Prerequisite: CSE 247. Credit 3 units.

E81 CSE 416A Analysis of Network Data
This course examines complex systems through the eyes of a computer scientist. We will use the representative power of graphs to model networks of social, technological, or biological interactions. Network analysis provides many computational, algorithmic, and modeling challenges. We begin by studying graph theory, allowing us to quantify the structure and interactions of social and other networks. We will then explore how to practically analyze network data and how to reason about it through mathematical models of network structure and evolution. We will also investigate algorithms that extract basic properties of networks in order to find communities and infer node properties. Finally, we will study a range of applications including robustness and fragility of networks such as the internet, spreading processes used to study epidemiology or viral marketing, and the ranking of webpages based on the structure of the webgraph. This course combines concepts from computer science and applied mathematics to study networked systems using data mining. Prerequisites: CSE 247, ESE 326, MATH 309, and programming experience. (Note: We will parse data and analyze networks using Python.) Credit 3 units. EN: BME T, TU

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 247 (can be taken concurrently), ESE 326 (or Math 3200), Math 233, and Math 309 (can be taken concurrently). Credit 3 units. EN: BME T, TU

E81 CSE 422S Operating Systems Organization
This course involves a hands-on exploration of core OS abstractions, mechanisms and policies in the context of the Linux kernel. Readings, lecture material, studio exercises, and lab assignments are closely integrated in an active-learning environment in which students gain experience and proficiency writing OS code, as well as tracing and evaluating OS operations via user-level programs and kernel-level monitoring tools. Topics include: system calls, interrupt handling, kernel modules, concurrency and synchronization, proportional and priority-based scheduling of processes and threads, I/O facilities, memory management, virtual memory, device management, and file system organization. Prerequisite: CSE 361S. Credit 3 units. EN: BME T, TU

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: BME T, TU

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 131, CSE 247, and CSE 330.
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: BME T, TU

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 the application of patterns to guide design refinement. Design implementations will be conducted in a team setting, with weekly presentations and critiques of design and implementation decisions and outcomes throughout the course. Prerequisite: CSE 332S.
Credit 3 units. EN: TU

E81 CSE 433S Introduction to Computer Security
Secure computing requires the secure design, implementation, and use of systems and algorithms across many areas of computer science. Fundamentals of secure computing such as trust models and cryptography will lay the groundwork for studying key topics in the security of systems, networking, web design, machine learning algorithms, mobile applications, and physical devices. Human factors, privacy, and the law will also be considered. Hands-on practice exploring vulnerabilities and defenses using Linux, C, and Python in studios and lab assignments is a key component of the course. Prerequisites: CSE 247 and either CSE 361 or CSE 332.
Credit 3 units. EN: TU

E81 CSE 437R Technical Interviewing
Students will study, give, and receive technical interviews in this seminar course. The focus will be on improving student performance in a technical interview setting, with the goal of making our students as comfortable and agile as possible with technical interviews. Professionals from the local and extended Washington University community will mentor the students in this seminar.
Credit 2 units.

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: BME T, TU

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. Prerequisite: CSE 247.
Credit 3 units. EN: BME T, TU

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: BME T, TU

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: BME T, TU

E81 CSE 457A Introduction to Visualization
Disciplines such as medicine, business, science, and government are producing enormous amounts of data with increasing volume and complexity. In this course, students will study the principles related to transforming abstract data into useful information visualizations. They will learn about the state of the art in visualization research and development and gain hands-on experience with designing and developing interactive visualization tools for the web. They will also learn how to critique existing visualizations and how to evaluate the systems they build. Topics include design, data mapping, visual perception, and interaction. Prerequisite: CSE 330S.
Credit 3 units. EN: TU

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: BME T, TU
E81 CSE 462M Computer Systems Design
Introduction to modern design practices, including FPGA and PCB design methodologies. Student teams use Xilinx Vivado for HDL-based FPGA design and simulation; they also perform schematic capture, PCB layout, fabrication, and testing of the hardware portion of a selected computer system. The software portion of the project uses Microsoft Visual Studio to develop a user interface and any additional support software required to demonstrate final projects to the faculty during finals week. Prerequisites: CSE 361S and 362M from Washington University in St. Louis or permission of the instructor. Credit 3 units. EN: TU

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: ESE 260. Same as E35 ESE 465 Credit 3 units. EN: BME T, TU

E81 CSE 468T Introduction to Quantum Computing
This course introduces students to quantum computing, which leverages the effects of quantum-mechanical phenomena to solve problems. The course begins with material from physics that demonstrates the presence of quantum effects. Mathematical abstractions of quantum gates are studied with the goal of developing the skills needed to reason about existing quantum circuits and to develop new quantum circuits as required to solve problems. Students will develop a quantum-computer simulator and make use of open simulators as well as actual devices that can realize quantum circuits on the internet. Prerequisites: CSE247, Math 309, and either Math 3200 or ESE 326. Credit 3 units.

E81 CSE 469S Security of the Internet of Things and Embedded System Security
This course presents a deep dive into the emerging world of the “internet of things” from a cybersecurity perspective. With billions of internet-enabled devices projected to impact every nook and cranny of modern existence, the concomitant security challenge portends to become dazzlingly complex. Students will learn the fundamentals of internet of things architecture and operations from a layered perspective and focus on identifying, assessing, and mitigating the threats and vulnerabilities therein. Through a blend of lecture and hands-on studios, students will gain proficiency in the range of approaches, methods, and techniques required to address embedded systems security and secure the internet of things using actual devices from both hardware and software perspectives and across a range of applications. Credit 3 units. EN: TU

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 network cryptography, and network management. Prerequisite: CSE 247; CSE 132 is suggested but not required. Credit 3 units. EN: BME T, TU

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: BME T, TU

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 the exploration and extension of theoretical structures, or they may pivot around the design/development of solutions for particular applications drawn from areas throughout the University and/or the 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 form (PDF) (https://cse.wustl.edu/undergraduate/PublishingImages/Pages/undergraduate-research/Independent%20Study%20Form%20400.pdf) for approval by the department during the spring semester of the junior year. Prerequisite: senior standing. Credit 3 units.

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 the exploration and extension of theoretical structures, or they may pivot around the design/development of solutions for particular applications drawn from areas throughout the University and/or the 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 form (PDF) (https://cse.wustl.edu/undergraduate/PublishingImages/Pages/undergraduate-research/Independent%20Study%20Form%20400.pdf) for approval by the department during the spring semester of the junior year. Prerequisite: senior standing. Credit 3 units.
**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.

**E81 CSE 500 Independent Study**

Proposal form can be located at https://cse.wustl.edu/undergraduate/PublishingImages/Pages/undergraduate-research/Independent%20Study%20Form%20400.pdf

Credit variable, maximum 3 units.

**E81 CSE 501N Introduction to Computer Science**

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

**E81 CSE 502N Data Structures and Algorithms**

This course involves the study of fundamental algorithms, data structures, and their effective use in a variety of applications. It emphasizes the 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 131.

Same as E81 CSE 247

Credit 3 units. EN: TU

**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 various web frameworks, 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 the 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: BME T, TU

**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: BME T, TU

**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

**E81 CSE 507A Technology Entrepreneurship**

This is a course for students who plan to be or to 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 (IT)-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 will include business ethics, opportunity assessment, team formation, financing, intellectual property, and technology transfer. The course will feature significant participant and guest instruction from experienced practitioners.

Credit 3 units.

**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 247, ESE 326, Math 233.

Credit 3 units.
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: BME T, TU

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 administrated throughout the course to enhance learning. Prerequisites: CSE 247 and ESE 326 (or Math 3200). Credit 3 units. EN: BME T, TU

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. Credit 3 units. EN: BME T, TU

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. Some prior exposure to artificial intelligence, machine learning, game theory, and microeconomics may be helpful, but is not required. Credit 3 units. EN: BME T, TU

E81 CSE 517A Machine Learning
This course provides 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 417T. Credit 3 units. EN: TU

E81 CSE 518A Human-in-the-Loop Computation
This course is an exploration of the opportunities and challenges of human-in-the-loop computation, an emerging field that examines how humans and computers can work together to solve problems neither can yet solve alone. We will explore ways in which techniques from machine learning, game theory, optimization, online behavioral social science, and human-computer interactions can be used to model and analyze human-in-the-loop systems such as crowdsourcing markets, prediction markets, and user-generated content platforms. We will also look into recent developments in the interactions between humans and AIs, such as learning with the presence of strategic behavior and ethical issues in AI systems. Prerequisites: CSE 247, ESE 326, Math 233, and Math 309. Credit 3 units. EN: TU

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, CSE 511A, and CSE 571A. Credit 3 units. EN: TU

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 the "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: BME T, TU

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: BME T, TU

E81 CSE 522S Advanced Operating Systems
This course offers an in-depth hands-on exploration of core OS abstractions, mechanisms and policies, with an increasing focus on understanding and evaluating their behaviors and interactions. Readings, lecture material, studio exercises, and lab assignments are closely integrated in an active-learning environment in which students gain experience and proficiency writing, tracing, and evaluating user-space and kernel-space code. Topics include: inter-process communication, real-time systems, memory forensics, file-system forensics, timing forensics, process and thread forensics, hypervisor forensics, and managing internal or external causes of anomalous behavior. Prerequisite: CSE 422S. Credit 3 units. EN: BME T, TU

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: BME T, TU

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.

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 concurrency and synchronization features and software architecture patterns. Prerequisites: CSE 332S or graduate standing and strong familiarity with C++; and CSE 422S. Credit 3 units. EN: BME T, TU

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: BME T, TU

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: BME T, TU

E81 CSE 541T Advanced Algorithms
Provides a broad coverage of fundamental algorithm design techniques, with a focus on developing efficient algorithms for solving combinatorial and optimization problems. The topics covered include the review of greedy algorithms, dynamic programming, NP-completeness, approximation algorithms, the use of linear and convex programming for approximation, and online 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. Prerequisite: CSE 347. Credit 3 units. EN: BME T, TU

E81 CSE 543S Advanced Secure Software Engineering
The aim of this course is to provide students with broader and deeper knowledge as well as hands-on experience in understanding security techniques and methods needed in software development. Students complete an independent research project which will involve synthesizing multiple software security techniques and applying them to an actual software program or system. Credit 3 units. EN: TU

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.

E81 CSE 544T Special Topics in Computer Science Theory
The material for this course varies among offerings, but this course generally covers advanced or specialized topics in computer science theory. Credit 3 units. EN: BME T, TU

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, path planning, and the art gallery problem. Prerequisite: CSE 347. Credit 3 units.

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 240 and CSE 247. Credit 3 units.

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: BME T, TU

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 (e.g., images, volumes, point clouds) that need to be processed, visualized, and analyzed. This course will focus on a number of geometry-related computing problems that are essential to the knowledge discovery process in various spatial-data–driven biomedical applications. These problems include visualization, segmentation, mesh construction and processing, and shape representation and analysis. The course consists of lectures that cover theories and algorithms as well as a series of hands-on programming projects using real-world data collected by various imaging techniques (e.g., CT, MRI, electron cryomicroscopy). Prerequisites: CSE 247 and CSE 332 (or proficiency in programming in C++, Java, or Python). Credit 3 units. EN: BME T, TU

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. Credit 3 units. EN: BME T, TU

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: BME T, TU

E81 CSE 557A Advanced Visualization
We are in an era in which 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 or complex data visually to aid comprehension and cognition. In this course, we learn about the state of the art of visualization research and gain hands-on experience with the research pipeline. We also learn how to critique existing work and how to formulate and explore sound research questions. We will cover advanced visualization topics, including user modeling, adaptation, personalization, perception, and visual analytics for non-experts. Prerequisites: CSE 457A or permission of the instructor. Credit 3 units. EN: BME T, TU

E81 CSE 559A Computer Vision
This course introduces the fundamentals of designing computer vision systems that can "look at" images and videos and reason about the physical objects and scenes they represent. Topics include image restoration and enhancement; estimation of color, shape, geometry, and motion from images; and image segmentation, recognition, and classification. The focus of the course will be on the mathematical tools and intuition underlying algorithms for these tasks, models for the physics and geometry of image formation, and statistical and machine learning-based
techniques for inference. Prerequisites: Math 309/ESE 318 and CSE 247.
Credit 3 units. EN: BME T, TU

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: BME T, TU

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), and so on. 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: BME T, TU

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, 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, queuing 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 260M.
Credit 3 units. EN: BME T, TU

E81 CSE 569S Advanced IoT, Real-Time, and Embedded Systems Security
The aim of this course is to provide students with knowledge and hands-on experience in understanding the security techniques and methods needed for IoT, real-time, and embedded systems. Students complete an independent research project which will involve synthesizing multiple security techniques and applying them to an actual IoT, real-time, or embedded system or device. Credit 3 units. EN: TU

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, Multiprotocol Label Switching (MPLS), carrier Ethernet, virtual bridging, LAN extension and virtualization using Layer 3 protocols, virtual routing protocols, the "internet of things," data link layer and management protocols for the internet of things, networking layer protocols for the internet of things, 6LoWPAN, RPL, messaging protocols for the internet of things, 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: BME T, TU

E81 CSE 571S Network Security
This course covers principles and techniques in securing computer networks. Real world examples will be used to illustrate the rationales behind various security designs. There are three main components in the course, preliminary cryptography, network protocol security and network application security. Topics include IPSec, SSL/TLS, HTTPS, network fingerprinting, network malware, anonymous communication, and blockchain. The class project allows students to take a deep dive into a topic of choice in network security. Prerequisite: CSE 473S.
Credit 3 units. EN: BME T, TU

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 the "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: BME T, TU

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: BME T, TU
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 alignment-free algorithms. 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 or instructor permission. Credit 3 units. EN: BME T, TU

E81 CSE 585T Sparse Modeling for Imaging and Vision
Sparse modeling is at the heart of modern imaging, vision, and machine learning. It is a fascinating new area of research that seeks to develop highly effective data models. The core idea in sparse modeling theory is a novel redundant transform, where the number of transform coefficients is larger compared to the original data dimension. Together with redundancy comes an opportunity of seeking the sparsest possible representation, or the one with the fewest non-zeros. This core idea leads to a series of beautiful theoretical and practical results with many applications such as regression, prediction, restoration, extrapolation, compression, detection, and recognition. In this course, we will explore sparse modeling by covering theoretical as well as algorithmic aspects with applications in computational imaging and computer vision. Prerequisites: ESE 318, Math 233, Math 309, and Math 429, or equivalents. Coding with MATLAB or Python. Credit 3 units. EN: BME T, TU

E81 CSE 586A Analysis of Imaging Data
This course focuses on an in-depth study of advanced topics and interests in image data analysis. Students will learn about hardcore imaging techniques and gain the mathematical fundamentals needed to build their own models for effective problem solving. Topics of deformable image registration, numerical analysis, probabilistic modeling, data dimensionality reduction, and convolutional neural networks for image segmentation will be covered. The main focus might change from semester to semester. Prerequisites: Math 309, ESE 326, CSE 247. Credit 3 units.

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. Prerequisite: CSE131 or CSE501N. Credit 3 units. EN: TU

E81 CSE 591 Introduction to Graduate Study in CSE
Introduces students to the different areas of research conducted in the department. Provides an introduction to research skills, including literature review, problem formulation, presentation, and research ethics. Lecture and discussion are supplemented by exercises in the different research areas and in critical reading, idea generation, and proposal writing. Credit 3 units.

E81 CSE 598 Master's Project
Students electing the project option for their master's degree perform their project work under this course. In order to successfully complete this course, students must defend their project before a three-person committee and present a 2-3 page extended abstract. Prerequisite: permission of adviser and submission of a research proposal form. Credit variable, maximum 6 units.

E81 CSE 599 Master's Research
Students electing the thesis option for their master's degree perform their thesis research under this course. In order to successfully complete a master's thesis, students must enroll in 6 units of this course typically over the course of two consecutive semesters, produce a written thesis, and defend the thesis before a three-person committee. Prerequisite: permission of adviser and submission of a research proposal form. Credit variable, maximum 6 units.

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 that range from servers to mobile devices to the "internet of things."

Students working toward a Bachelor of Science in Computer Engineering (BSCoE) degree must meet all requirements for an engineering degree (p. 1063) from the McKelvey School of Engineering. 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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 131</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>Math 132</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>Math 217</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
</tbody>
</table>
Math 233 | Calculus III | 3
Physics 197 | Physics I | 4
Physics 198 | Physics II | 4
Natural sciences elective | | 3
Engr 310 | Technical Writing | 3
One themed writing course from the College Writing Program | | 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 mathematics and statistics department’s back credit policy (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.

For information about how to fulfill the school's English proficiency requirement, please visit the Degree Requirements page (p. 1065).

The College Writing Program, humanities and social sciences requirements are those required of all students in the McKelvey School of Engineering.

• **Computer Engineering Core Requirements:**

The following courses are required of all computer engineering students:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSE 131</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CSE 132</td>
<td>Introduction to Computer Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ESE 230</td>
<td>Introduction to Electrical and Electronic Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ESE 232</td>
<td>Introduction to Electronic Circuits</td>
<td>3</td>
</tr>
<tr>
<td>CSE 240</td>
<td>Logic and Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>or Math 310</td>
<td>Foundations for Higher Mathematics</td>
<td></td>
</tr>
<tr>
<td>CSE 247</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSE 260M</td>
<td>Introduction to Digital Logic and Computer Design</td>
<td>3</td>
</tr>
<tr>
<td>ESE 326</td>
<td>Probability and Statistics for Engineering</td>
<td>3-6</td>
</tr>
<tr>
<td>or Math 3200</td>
<td>Elementary to Intermediate Statistics and Data Analysis</td>
<td></td>
</tr>
<tr>
<td>or DAT 120</td>
<td>Managerial Statistics I</td>
<td></td>
</tr>
<tr>
<td>&amp; DAT 121</td>
<td>and Managerial Statistics II</td>
<td></td>
</tr>
<tr>
<td>or Psych 300</td>
<td>Introduction to Psychological Statistics</td>
<td></td>
</tr>
</tbody>
</table>

Total Units | 37-40

Each of these core courses must be passed with a grade of C- or better.

• **Computer Engineering Technical Electives:**

In addition to the core courses, students must take at least 18 units of technical electives drawn from either of the following areas:

* CSE courses with the 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 or 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.

**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. 1063) from the McKelvey School of Engineering. In addition, there are the following departmental course requirements:

• **Computer Science Core Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSE 131</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CSE 132</td>
<td>Introduction to Computer Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CSE 240</td>
<td>Logic and Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>or Math 310</td>
<td>Foundations for Higher Mathematics</td>
<td></td>
</tr>
<tr>
<td>CSE 247</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSE 332S</td>
<td>Object-Oriented Software Development Laboratory</td>
<td></td>
</tr>
<tr>
<td>CSE 347</td>
<td>Analysis of Algorithms</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units | 18

Each of these core courses must be passed with a grade of C- or better.

• **Computer Science Technical Elective Requirements:**

In addition to the core courses, at least 24 additional units in computer science or computer science-related courses
with an S, M, T or A suffix must be taken, 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.

• Math Requirements:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 131</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>Math 132</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>Math 233</td>
<td>Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>Math 309</td>
<td>Matrix Algebra</td>
<td>3</td>
</tr>
<tr>
<td>or ESE 318</td>
<td>Engineering Mathematics A</td>
<td></td>
</tr>
<tr>
<td>ESE 326</td>
<td>Probability and Statistics for Engineering</td>
<td>3</td>
</tr>
<tr>
<td>or Math 3200</td>
<td>Elementary to Intermediate Statistics and Data Analysis</td>
<td></td>
</tr>
<tr>
<td>or DAT 120</td>
<td>Managerial Statistics I</td>
<td></td>
</tr>
<tr>
<td>&amp; DAT 121</td>
<td>Managerial Statistics II</td>
<td></td>
</tr>
<tr>
<td>or Psych 300</td>
<td>Introduction to Psychological Statistics</td>
<td></td>
</tr>
</tbody>
</table>

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 mathematics and statistics department’s back credit policy (http://college.artsci.wustl.edu/policies/placement_credit/backcredit).

• Additional Departmental Requirements:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engr 310</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>One themed writing course from the College Writing Program</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Humanities and social sciences electives</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Natural sciences electives</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

Total Units: 32

The College Writing Program, humanities and social sciences requirements are those required of all students in the McKelvey School of Engineering. For information about how to fulfill the school’s English proficiency requirement, please visit the Degree Requirements page (p. 1065).

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 Program 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 Science + Economics**

The College of Arts & Sciences and McKelvey School of Engineering developed a new major that allows students interested in both economics and computer science to combine these two complementary disciplines efficiently, without having to pursue them as two separate majors.

**Course Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 131</td>
<td>Calculus I (AP credit may satisfy this requirement)</td>
<td>3</td>
</tr>
<tr>
<td>Math 132</td>
<td>Calculus II (AP credit may satisfy this requirement)</td>
<td>3</td>
</tr>
<tr>
<td>Math 2200</td>
<td>Elementary Probability and Statistics (preferably L24 MATH 3200)</td>
<td>3</td>
</tr>
<tr>
<td>Math 233</td>
<td>Calculus III</td>
<td>1-3</td>
</tr>
<tr>
<td>or Econ 493</td>
<td>Mathematical Economics</td>
<td></td>
</tr>
<tr>
<td>CSE 131</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CSE 247</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSE 347</td>
<td>Analysis of Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>Econ 1011</td>
<td>Introduction to Microeconomics (AP credit may satisfy this requirement)</td>
<td>3</td>
</tr>
<tr>
<td>Econ 1021</td>
<td>Introduction to Macroeconomics (AP credit may satisfy this requirement)</td>
<td>3</td>
</tr>
<tr>
<td>Econ 4011</td>
<td>Intermediate Microeconomics Theory</td>
<td>3</td>
</tr>
<tr>
<td>Econ 413</td>
<td>Introduction to Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>or Econ 413W</td>
<td>Introduction to Econometrics with Writing</td>
<td></td>
</tr>
</tbody>
</table>

Total Units: 31-33

**Electives**

Six upper-level approved courses from Economics and Computer Science & Engineering (CSE) are required: three from economics and three from CSE. Students who satisfied the Econ 1011 and/or Econ 1021 requirements with AP credits can take instead electives in either department and add at most one course from outside of both departments.
Bachelor of Science in Computer Science + Mathematics

The McKelvey School of Engineering and the College of Arts & Sciences (A&S) developed a new major that efficiently captures the intersection of the complementary studies of computer science and math.

McKelvey Engineering students who declare this major must fulfill the core course requirements listed below and all other requirements for the Applied Science degree (p. 1063) in the McKelvey School of Engineering. They must also complete Engr 310 Technical Writing and 8 units of courses designated as NSM (Natural Sciences & Math) from Anthro (L48), Biol (L41), Chem (L07), E&P (L19), Phys (L31) or EnSt (L82).

A&S students who declare this major must fulfill the distribution requirements and all other requirements for an AB degree (p. 907) in addition to the specific requirements listed below.

Core Course Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 131</td>
<td>Calculus I (AP credit may satisfy this requirement)</td>
<td>3</td>
</tr>
<tr>
<td>Math 132</td>
<td>Calculus II (AP credit may satisfy this requirement)</td>
<td>3</td>
</tr>
<tr>
<td>Math 233</td>
<td>Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>CSE 131</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>Math 310 / or Math 310W or CSE 240</td>
<td>Foundations for Higher Mathematics / Foundations for Higher Mathematics with Writing / Logic and Discrete Mathematics</td>
<td>3-4</td>
</tr>
<tr>
<td>CSE 247</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>Math 309</td>
<td>Matrix Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Math 3200 / or ESE 326</td>
<td>Elementary to Intermediate Statistics / Probability and Statistics for Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CSE 347</td>
<td>Analysis of Algorithms</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Eight upper-level courses from Math or CSE can be chosen from an approved list [https://docs.google.com/spreadsheets/d/1nVxw2JVSco7tpw1hw5OQ6vPljGmyA19Q37_RBsxQ/edit/?gid=0](https://docs.google.com/spreadsheets/d/1nVxw2JVSco7tpw1hw5OQ6vPljGmyA19Q37_RBsxQ/edit/?gid=0), with the following caveats:

- No fewer than three courses can be chosen from each department.
- Up to two preapproved courses from outside both departments can be selected.

Bachelor of Science in Business and Computer Science

The Bachelor of Science in Business and Computer Science degree program provides an integrated educational experience that involves both the Olin Business School and the McKelvey School of Engineering. The objectives of this program are to provide students with the fundamental knowledge and perspectives of computer science and business and to expose them to the unique opportunities created by combining these disciplines. As one of the only such joint programs in the country, the Bachelor of Science in Business and Computer Science features unique curricular and cocurricular elements that help to create a distinctive program.

General Degree Requirements

- Complete at least 120 applicable units
- Earn at least a C (2.0 cumulative grade-point average) in all applicable courses taken at Washington University
- Earn at least a C (2.0 GPA) in each separate school of study
- Complete a minimum of 60 units at Washington University (at least 30 units must be "B" courses and at least 30 units must be "E" courses)

Foundation Course Requirements (30 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 131</td>
<td>Calculus I (AP credit may satisfy this requirement)</td>
<td>3</td>
</tr>
<tr>
<td>Math 132</td>
<td>Calculus II (AP credit may satisfy this requirement)</td>
<td>3</td>
</tr>
<tr>
<td>Math 233</td>
<td>Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>Math 309</td>
<td>Matrix Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Math 3200 / or ESE 326</td>
<td>Elementary to Intermediate Statistics / Probability and Statistics for Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CSE 247</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>Math 309</td>
<td>Matrix Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Math 3200 / or ESE 326</td>
<td>Elementary to Intermediate Statistics / Probability and Statistics for Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CSE 247</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>Math 309</td>
<td>Matrix Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Math 3200 / or ESE 326</td>
<td>Elementary to Intermediate Statistics / Probability and Statistics for Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CSE 247</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

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 mathematics
and statistics department's back credit policy (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 school's English proficiency requirement is satisfied only by a grade of C- or better in one of the themed college writing courses (https://collegewriting.wustl.edu/themed-course-options) developed by the College Writing Program (https://collegewriting.wustl.edu).

**Breadth/Free Elective Course Requirements (24 units)**

- Humanities and Social Sciences (15 units): Any course with A&S attributes of Humanities (HUM), Language and Cultural Diversity (LCD), or Social and Behavioral Sciences (SSC). These courses must be taken with the credit grade option only (not pass/fail). At least one course must be an ethics course from the list of approved ethics courses (PDF) (http://bulletin.wustl.edu/undergrad/engineering/computerscience/bs-business-computer-science/Ethics_Courses_for_BS_in_Business_and_Computer_Science.pdf).

- Free Electives (9 units): Any course from any day-school division, including prematriculation credit (e.g., AP credit). The free elective courses may be taken with the pass/fail grade option.

**Capstone/Integrated Learning Experience Requirements (6 units)**

- Six units of course work jointly approved by the faculty curriculum oversight committees of both Business and Engineering.


**Major Course Requirements (60 units)**

- Business Course Requirements (30 units) as listed in the section below

- Computer Science Course Requirements (30 units) as listed in the section below

**Business Course Requirements (30 total units)**

Choose one of the two clusters below:

---

**Business Analytics Cluster**

**Business Core Course Requirements (18 units)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEC 290</td>
<td>Microeconomics (Prerequisite: Math 131)</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 2610</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>FIN 340</td>
<td>Capital Markets and Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 370</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>DAT 200A</td>
<td>Analytics and Modelling for Business</td>
<td>3</td>
</tr>
<tr>
<td>OSCM 356</td>
<td>Operations Management (Prerequisites: ACCT 2610, MEC 290 or Econ 1011 and completion or concurrent enrollment in QBA 200A)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives (choose 12 units)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEC 471</td>
<td>Empirical Techniques for Industry Analysis (Prerequisites: MEC 290; QBA 120 and QBA 121)</td>
<td>3</td>
</tr>
<tr>
<td>FIN 448</td>
<td>Advanced Financial Management (Prerequisite: FIN 340 and QBA 121)</td>
<td>3</td>
</tr>
<tr>
<td>FIN 451</td>
<td>Options, Futures and Derivative Securities (Prerequisite: FIN 340)</td>
<td>3</td>
</tr>
<tr>
<td>OSCM 400C</td>
<td>Analytics for Operational Excellence (Prerequisite: OSCM 356 or concurrent enrollment in OSCM 356)</td>
<td>3</td>
</tr>
<tr>
<td>OSCM 458</td>
<td>Operations Analytics (Prerequisite: OSCM 356)</td>
<td>3</td>
</tr>
<tr>
<td>MKT 378</td>
<td>Marketing Research (Prerequisites: MKT 370, QBA 120 and QBA 121)</td>
<td>3</td>
</tr>
<tr>
<td>MKT 400G</td>
<td>Digital Marketing and Analytics (Prerequisite: MKT 370 and either QBA 120, Math 2200, Math 3200 or ESE 326)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Strategy & Leadership Cluster**

**Business Core Course Requirements (15 units)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 100</td>
<td>Individual in a Managerial Environment</td>
<td>3</td>
</tr>
<tr>
<td>MEC 290</td>
<td>Microeconomics (Prerequisite: Math 131)</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 2610</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>
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 is also 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:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSE 131</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CSE 132</td>
<td>Introduction to Computer Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CSE 240</td>
<td>Logic and Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>or Math 310</td>
<td>Foundations for Higher Mathematics</td>
<td></td>
</tr>
<tr>
<td>CSE 247</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSE 332S</td>
<td>Object-Oriented Software Development Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>CSE 347</td>
<td>Analysis of Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

Each of these core courses must be passed with a grade of C- or better.

- **Computer Science Technical Elective Requirements:**

  In addition to the core courses, students must complete at least 24 additional units in computer science or computer science-related courses with an S, M, T or A suffix; 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.

- **Math Requirement:**

  Calculus (Math 131) and probability (ESE 326, Math 3200, or the sequence DAT 120-DAT 121).

The Second Major in Computer Science + Mathematics

The McKelvey School of Engineering and the College of Arts & Sciences have developed a new second major that efficiently captures the intersection of the complementary studies of computer science and math.

- **Core Requirements:**

  Choose seven courses from any CSE courses with an S, M, T, or A suffix. CSE 132, CSE 240 and CSE 347 will count as electives in this category.

**Note:** Students earning this degree will not be eligible to earn a second undergraduate degree in computer science, a second major in computer science, or a minor in computer science.
### 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: two core courses and three electives. The core courses offer 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:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSE 131</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CSE 247</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>Units</td>
<td>6</td>
</tr>
</tbody>
</table>

**Elective courses:**

Any three additional CSE courses selected from CSE 132 Introduction to Computer Engineering, 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 the Department of Computer Science & Engineering have fashioned the minor in bioinformatics. This program 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:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 2960</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>Biol 2970</td>
<td>Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CSE 131</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CSE 247</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>ESE 326</td>
<td>Probability and Statistics for Engineering</td>
<td>3</td>
</tr>
<tr>
<td>or Math 3200</td>
<td>Elementary to Intermediate Statistics and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>or DAT 120 &amp; DAT 121</td>
<td>Managerial Statistics I and Managerial Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>Units</td>
<td>17</td>
</tr>
</tbody>
</table>

**Advanced biology elective:** Choose one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 3492</td>
<td>Laboratory Experiments with Eukaryotic Microbes</td>
<td>3</td>
</tr>
<tr>
<td>Biol 4181</td>
<td>Population Genetics</td>
<td>3</td>
</tr>
<tr>
<td>Biol 4342</td>
<td>Research Explorations in Genomics</td>
<td>4</td>
</tr>
<tr>
<td>Biol 437</td>
<td>Laboratory on DNA Manipulation</td>
<td>4</td>
</tr>
<tr>
<td>Biol 4525</td>
<td>Structural Bioinformatics of Proteins (Writing Intensive)</td>
<td>4</td>
</tr>
</tbody>
</table>

**Computer Science & Engineering elective:** Choose one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSE 514A</td>
<td>Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>CSE 584A</td>
<td>Algorithms for Biosequence</td>
<td>3</td>
</tr>
</tbody>
</table>
Additional Information

It is anticipated that, for those students majoring in biology or computer science & engineering (CSE), some portion of the introductory sequence will overlap with the courses required for the major and that these courses will be applicable to both the major and the minor. Upper-level courses in biology and CSE used to fulfill the minor requirements may not be used to fulfill the requirements of another major or minor in Arts & Sciences. A minimum grade of C- is required for all courses to count toward the minor.

The Minor in Human-Computer Interaction

The human-computer interaction (HCI) minor is designed to give any undergraduate student at Washington University a multidisciplinary understanding of the principles and applications of HCI. This minor will introduce students to the techniques necessary to create effective user interfaces: requirements gathering, ideation, prototyping, visual design and evaluation. Students will explore these ideas in a variety of application contexts.

The HCI minor is intended for students who are interested in the design of user-centered interactive technologies and those desiring jobs that include user interface creation, product design, UX/UI design, app development, virtual and augmented realities, and so on. This minor should appeal to students in the College of Art — particularly designers and computationally inclined artists — who are interested in gaining a more in-depth knowledge of back-end development skills. It will also be of interest to engineering students looking for more experience with aesthetics and front-end design skills. In addition to being useful for these primary audiences, this minor allows students from other departments on campus to support their studies with a clear track in a hybrid pursuit of design and programming.

Course Work:

Students must complete two pillar courses, one integration course and three approved electives. Courses listed below are considered approved elective offerings between the Sam Fox School and the McKelvey School of Engineering.

- Pillar Courses (6 units):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSE 131</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>ART 138S</td>
<td>Visual Principles for the Screen</td>
<td>3</td>
</tr>
</tbody>
</table>

- Integration Courses (3 units):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSE 256A</td>
<td>Introduction to Human-Centered Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 236A</td>
<td>Interaction Design: Understanding Health and Well-Being</td>
<td>3</td>
</tr>
</tbody>
</table>

- Electives (9 units, with at least one course each from CSE and Art/Design):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSE 330S</td>
<td>Rapid Prototype Development and Creative Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSE 457A</td>
<td>Introduction to Visualization</td>
<td>3</td>
</tr>
<tr>
<td>CSE 438S</td>
<td>Mobile Application Development</td>
<td>3</td>
</tr>
<tr>
<td>CSE 557A</td>
<td>Advanced Visualization</td>
<td>3</td>
</tr>
<tr>
<td>CSE 556A</td>
<td>Human-Computer Interaction Methods</td>
<td>3</td>
</tr>
<tr>
<td>CSE 457A</td>
<td>Data Visualization</td>
<td>3</td>
</tr>
<tr>
<td>ART 326H</td>
<td>Special Topics: Interaction Design: Layout Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

Electrical & Systems Engineering

About Electrical & Systems Engineering

The mission of our undergraduate programs is to instill in students the knowledge and perspective — appropriate for both a professional career and the pursuit of advanced degrees — of 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, these programs aim to provide the opportunity and training necessary 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 provide the basics; the future is the student's 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 and
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, the student 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; 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.

Students who seek a broad undergraduate education in electrical
engineering or systems science and engineering but who 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 and 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 McKelvey
School of Engineering, 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 McKelvey School of Engineering 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 McKelvey School of Engineering, which are found elsewhere in this Bulletin. In summary, students must complete all of the degree requirements for both the undergraduate and graduate degrees (at least 120 units plus 30 units for a total of 150 units), but they are not required to complete all of the undergraduate degree requirements first.

Phone: 314-935-5565
Website: http://ese.wustl.edu

Faculty

Chair
Bruno Sinopoli (https://engineering.wustl.edu/Profiles/Pages/Bruno-Sinopoli.aspx)
Professor PhD, University of California, Berkley
Cyberphysical systems, analysis and design of networked embedded control systems, with applications to sensor actuators networks

Endowed Professors

Arye Nehorai (https://engineering.wustl.edu/Profiles/Pages/Arye-Nehorai.aspx)
Eugene and Martha Lohman Professor of Electrical Engineering
PhD, Stanford University
Statistical signal processing, machine learning, imaging, biomedicine

Joseph A. O’Sullivan (https://engineering.wustl.edu/Profiles/Pages/Joseph-O'Sullivan.aspx)
Samuel C. Sachs Professor of Electrical Engineering
Dean, UMSL/WashU 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 Chakrabartty (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

Jr-Shin Li (https://engineering.wustl.edu/Profiles/Pages/Jr-Shin-Li.aspx)
Das Family Distinguished Career Development Professor
PhD, Harvard University
Mathematical control theory, optimization, quantum control, biomedical applications

Hiro 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

Neal Patwari (https://ese.wustl.edu/faculty/Pages/faculty.aspx?bio=189)
Professor
PhD, University of Michigan
Intersection of statistical signal processing and wireless networking for improving wireless sensor networking and radiofrequency sensing

Heinz Schaettler (https://engineering.wustl.edu/Profiles/Pages/Heinz-Schaettler.aspx)
PhD, Rutgers University
Optimal control, nonlinear systems, mathematical models in biomedicine

Associate 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
**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

**Assistant Professors**

**Ulugbek Kamilov** (https://ese.wustl.edu/faculty/Pages/default.aspx?bio=120)
PhD, École Polytechnique Fédérale de Lausanne, Switzerland
Computational imaging, signal processing, biomedical imaging

**Matthew D. Lew** (https://engineering.wustl.edu/Profiles/Pages/Matthew-Lew.aspx)
PhD, Stanford University
Microscopy, biophotonics, computational imaging, nano-optics

**Chuan Wang** (https://ese.wustl.edu/faculty/Pages/default.aspx?bio=123)
PhD, University of Southern California
Flexible electronics, stretchable electronics, printed electronics, nanomaterials, nanoelectronics, optoelectronics

**Shen Zeng** (https://ese.wustl.edu/faculty/Pages/default.aspx?bio=121)
PhD, University of Stuttgart
Systems and control theory, data-based analysis and control of complex dynamical systems, inverse problems, biomedical applications

**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**

**Paul S. Min** (https://ese.wustl.edu/faculty/Pages/Paul-Min.aspx)
PhD, University of Michigan
Routing and control of telecommunication networks, fault tolerance and reliability, software systems, network management

**Robert E. Morley Jr.** (https://ese.wustl.edu/faculty/Pages/Robert-Morley.aspx)
DSc, Washington University in St. Louis
Computer engineering, lower-power VLSI design, computer architecture, signal processing, microprocessors systems design

**William F. Pickard** (https://ese.wustl.edu/faculty/Pages/William-Pickard.aspx)
PhD, Harvard University
Biological transport, electrobiology, energy engineering

**Daniel L. Rode** (https://ese.wustl.edu/faculty/Pages/Daniel-Rode.aspx)
PhD, Case Western Reserve University
Optoelectronics and fiber optics, semiconductor materials, light-emitting diodes and lasers, semiconductor processing, electronics

**Ervin Y. Rodin** (https://ese.wustl.edu/faculty/Pages/Ervin-Rodin.aspx)
PhD, University of Texas at Austin
Optimization, differential games, artificial intelligence, mathematical modeling

**Barbara A. Shrauner** (https://ese.wustl.edu/faculty/Pages/Barbara-Shrauner.aspx)
PhD, Harvard University (Radcliffe)
Plasma processing, semiconductor transport, symmetries of nonlinear differential equations

**Donald L. Snyder** (https://ese.wustl.edu/faculty/Pages/Donald-Snyder.aspx)
PhD, Massachusetts Institute of Technology
Communication theory, random process theory, signal processing, biomedical engineering, image processing, radar

**Barry E. Spielman** (https://ese.wustl.edu/faculty/Pages/Barry-Spielman.aspx)
PhD, Syracuse University
High-frequency/high-speed devices, radiofrequency and microwave integrated circuits, computational electromagnetics

**Tzyh Jong Tarn** (https://ese.wustl.edu/faculty/Pages/TJ-Tarn.aspx)
DSc, Washington University
Quantum mechanical systems, bilinear and nonlinear systems, robotics and automation, life science automation

**Professors of Practice**

**Dedric Carter** (https://ese.wustl.edu/faculty/Pages/faculty.aspx?bio=149)
PhD, Nova Southeastern University
MBA, MIT Sloan School of Management

**Dennis Mell** (https://ese.wustl.edu/faculty/Pages/faculty.aspx?bio=150)
MS, University of Missouri-Rolla
Industrial automation, robotics and mechatronics, product design and development with design-for-manufacturability emphasis, prototyping, manufacturing

**Ed Richter** (https://ese.wustl.edu/faculty/Pages/faculty.aspx?bio=151)
MS, Washington University
Signal processing applications implemented on a variety of platforms, including ASIC, FPGA, DSP, microcontroller and desktop computers
Jason Trobaugh
DSc, Washington University
Ultrasound imaging, diffuse optical tomography, image-guided therapy, and ultrasonic temperature imaging

Senior Lecturer
Martha Hastings
PhD, Saint Louis University
Mathematics education

James Feher
PhD, Missouri University of Science and Technology

Lecturers
Randall Brown
PhD, Washington University

Randall Hoven
MS, Johns Hopkins University

Vladimir Kurenok
PhD, Belarus State University (Minsk, Belarus)
Probability and stochastic processes, stochastic ordinary and partial differential equations, financial mathematics

Tsitsi Madziwa-Nussinov
PhD, University of California, Los Angeles

Jinsong Zhang
PhD, University of Miami
Modeling and performance analysis of wireless sensor networks, multi-source information fusion, ambiguous and incomplete information processing

Professors Emeriti
R. Martin Arthur
Newton R. and Sarah Louisa Glasgow Wilson Professor of Engineering
PhD, University of Pennsylvania
Ultrasonic imaging, electrocardiography

David L. Elliott
PhD, University of California, Los Angeles
Mathematical theory of systems, nonlinear difference, differential equations

Minors

Please visit the following pages for more information about our minors:
- Minor in Applied Physics & Electrical Engineering (p. 1028)
- Minor in Electrical Engineering (p. 1029)
- Minor in Mechatronics (p. 1029)
- Minor in Robotics (p. 1030)
- Minor in Systems Science & Engineering (p. 1030)

Courses

Visit online course listings to view semester offerings for E35 ESE.

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

E35 ESE 105 Introduction to Electrical and Systems Engineering
This course will offer students a rigorous introduction to fundamental mathematical underpinnings of ESE and their relationship to a number of contemporary application areas. Major emphasis will be placed on linear algebra and associated numerical methods, including the use of MATLAB. Topics covered will include vector spaces, linear transformations, matrix manipulations and eigenvalue decomposition. Students will learn how this mathematical theory is enacted in ESE through the completion of four case studies spanning application areas: (i) Dynamical Systems and Control, (ii) Imaging, (iii) Signal Processing, and (iv) Circuits.
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 will 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 only course. Credit 1 unit. EN: TU

E35 ESE 205 Introduction to Engineering Design
This is a hands-on course in which students, divided into groups of two or three, will creatively develop projects and solve problems throughout the semester using tools from electrical and systems engineering. The groups will work under the supervision of an academic team consisting of faculty and higher-level students. Project objectives will be set by the academic team in collaboration with each student group. Evaluation will consider the completion of these objectives as well as the originality and innovation of the projects. Weekly 90-minute lab sessions with the academic team are required. Prerequisites: CSE131, Phy197 or equivalent. Credit 3 units. EN: TU

E35 ESE 230 Introduction to Electrical and Electronic Circuits

E35 ESE 232 Introduction to Electronic Circuits
Analysis and design of linear and nonlinear electronic circuits. Detailed analysis of operational amplifier circuits, including non-ideal characteristics. 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 multi-stage amplifiers. Introduction to CMOS logic as well as static and dynamic memory circuits. Students will be required to design, analyze, build and demonstrate several of the circuits studied, including frequency response analysis and use of simulation tools. Prerequisite: ESE 230. Credit 3 units. EN: TU

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

E35 ESE 318 Engineering Mathematics A
Laplace transforms; matrix algebra; vector analysis; 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.

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.

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

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 198 and ESE 318 En Math A. Corequisite: ESE 319 En Math B. Credit 3 units. EN: BME T, TU

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 summarizing measurement results in written reports that clearly communicate laboratory results. A sequence of lab experiments provide hands-on experience with grounding and shielding techniques, signal analysis, realistic operational
amplifier (op amp) characterization, op amp based active filter design and characterization, measurement of pulses propagating on a transmission line with various terminations, experience with FM modulation using phase locked loops and microwave techniques based on the vector network analyzer (VNA). Students will gain experience working with: sampling oscilloscopes to make measurements in the time and frequency domains, signal generators, digital multimeter and frequency measurements, microwave VNA measurements of directional coupler and antenna scattering parameters, and in creating circuits and making connections on contemporary circuit boards. The course concludes with a hands-on project to design, demonstrate and document the design of an electronic component. Prerequisite: ESE 232; Corequisite: ESE 330. Credit 3 units. EN: BME T, TU

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: BME T, TU

E35 ESE 337 Electronic Devices and Circuits

E35 ESE 351 Signals and Systems

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

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.

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.

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: BME T, TU

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: BME T, TU

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: BME T, TU

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. Credit 3 units. EN: BME T, TU

**E35 ESE 415 Optimization**

This course gives a rigorous and comprehensive introduction of fundamentals of nonlinear optimization theory and computational methods. Topics include unconstrained and constrained optimization, quadratic and convex optimization, numerical optimization methods, optimality conditions, and duality theory. Algorithmic methods include Steepest Descent, Newton's method, Conjugate Gradient methods as well as exact and inexact line search procedures for unconstrained optimization. Constrained optimization methods include penalty and multiplier methods. Applications range from engineering and physics to economics. Moreover, generalized programming, interior point methods, and semi-definite programming will be discussed if time permits. Prerequisites: CSE 131, Math 309 and ESE 318 or permission of instructor. Credit 3 units. EN: BME T, TU

**E35 ESE 425 Random Processes and Kalman Filtering**

Probability and random variables; random processes, autocorrelation, power spectral density; transient and steady-state analysis of linear dynamic systems and random inputs; filters, state-space, discretization; optimal estimation; the discrete Kalman filter; linearization and the extended Kalman filter for nonlinear dynamic systems; related MATLAB exercises. Prerequisite: ESE 326 and ESE 351 or equivalent. Credit 3 units. EN: BME T, TU

**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 theoretical. Prerequisites: ESE 318 and ESE 326 or the consent of the instructor. Credit 3 units. EN: BME T, TU

**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. It will cover 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, and atoms in cavities. The course will also provide an overview for quantum information processing, including quantum computing, quantum cryptography, and teleportation. Prerequisite: ESE 318 or equivalent.

Credit 3 units. EN: BME T, TU

**E35 ESE 431 Introduction to Quantum Electronics**

Describing the flow of electrical current in nanodevices involves a lot more than just quantum mechanics; it requires an appreciation of some of the most advanced concepts of non-equilibrium statistical mechanics. In the past decades, electronic devices have been shrinking steadily to nanometer dimensions, and quantum transport has accordingly become increasingly important to not only physicists but also electrical engineers. Traditionally, these topics are spread out over many physics, chemistry, and engineering courses that take many semesters to cover. The main goal of this course is to condense the essential concepts into a one-semester course that is accessible to both senior-level undergraduate and junior-level graduate students. The only background assumed for the students interested in taking this course is knowledge of simple differential equations and matrix algebra as well as familiarity with a modern scientific computing software package (e.g., MATLAB, Mathematica). This course will be accessible to students with diverse backgrounds in electrical engineering, physics, chemistry, biomedical engineering, and mathematics. Credit 3 units. Art: NSM EN: TU

**E35 ESE 432 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: BME T, TU

**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: BME T, TU

**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: BME T, TU

**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, brushed and brushless DC motors and three-phase circuits. Each experiment requires analysis, simulation with MultiSim, and measurement via LabVIEW and the Elvis II platform. Prerequisites: ESE 230 and 351. Credit 3 units. EN: BME T, TU

**E35 ESE 436 Semiconductor Devices**

This course covers the fundamentals of semiconductor physics and the operation principles of modern solid-state devices, such as homojunction and heterojunction diodes, solar cells, inorganic/organic light-emitting diodes, bipolar...
junction transistors, and metal-oxide-semiconductor field-effect transistors. These devices form the basis for today's semiconductor and integrated circuit industry. In addition to device physics, semiconductor device fabrication processes, new materials, and novel device structures will also be briefly introduced. At the end of this course, students will be able to understand the characteristics, operation, limitations and challenges faced by state-of-the-art semiconductor devices. This course will be particularly useful for students who wish to develop careers in the semiconductor industry. Prerequisite: ESE 232.
Credit 3 units. EN: TU

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: BME T, TU

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: BME T, TU

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

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: BME T, TU

E35 ESE 444 Sensors and Actuators
This 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, and microcontrollers. This course is useful for those students interested in control engineering, robotics and systems engineering. Prerequisites: one of the following four conditions: (1) prerequisite of ESE 230 and corequisite of ESE 351; (2) prerequisites of ESE 230, ESE 318 and MEMS 255 (Mechanics II); (3) prerequisite of ESE 351; or (4) permission of instructor. Credit 3 units. EN: BME T, TU

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: BME T, TU

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: BME T, TU

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: BME T, TU

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. Same as E44 EECE 424 Credit 3 units. EN: BME T, TU

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: BME T, TU

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: BME T, TU

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 is 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: BME T, TU

E35 ESE 462 Computer Systems Design
Introduction to modern design practices, including FPGA and PCB design methodologies. Student teams use Xilinx Vivado for HDL-based FPGA design and simulation and do schematic capture, PCB layout, fabrication, and testing of the hardware portion of a selected computation system. The software portion of the project uses Microsoft Visual Studio to develop a user interface and any additional support software required to demonstrate final projects to the faculty during finals week. Prerequisites: CSE 361S and 362M from Washington University in St. Louis or permission of the instructor. Revised: 2019-02-22 Same as E81 CSE 462M Credit 3 units. EN: TU

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: ESE 260. Credit 3 units. EN: BME T, TU

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: BME T, TU

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: BME T, TU

E35 ESE 482 Digital Signal Processing
Credit 3 units. EN: BME T, TU

E35 ESE 488 Signals and Communication Laboratory
Laboratory exercises in digital signal processing, data conversion and communications using modern laboratory techniques and apparatus based on National Instruments LabVIEW and ELVIS II workstations. A laboratory course designed to complement the traditional ESE course offerings in signal processing and communication theory. Signals and systems fundamentals: continuous-time and discrete-time linear time-invariant systems, frequency response, oversampled and noise-shaped A/D conversion. Digital signal processing: FIR and IIR digital filter design, application of the Fast Fourier Transform. Communication theory: baseband, digital communication, amplitude modulation, phase 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: BME T, TU

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.

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: BME T, TU

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) approved by the department.
Credit variable, maximum 3 units.

E35 ESE 501 Mathematics of Modern Engineering I
Matrix algebra: systems of linear equations, vector spaces, linear independence and orthogonality in vector spaces, eigenvalues and eigenvectors; 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: BME T, TU

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. Prerequisite: 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: BME T, TU

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.

E35 ESE 515 Nonlinear Optimization
Nonlinear optimization problems with and without constraints and computational methods for solving them. Optimality conditions, Kuhn-Tucker conditions, Lagrange duality; gradient and Newton's methods; conjugate direction and quasi-Newton methods; primal and penalty methods; Lagrange methods. Use of MATLAB optimization techniques in numerical problems. Prerequisites: CSE 131, Math 309 and ESE 318 or permission of instructor.
Credit 3 units. EN: TU
E35 ESE 516 Optimization in Function Space
Credit 3 units.

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: BME T, TU

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

E35 ESE 519 Convex Optimization
Credit 3 units.

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: BME T, TU

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: BME T, TU

E35 ESE 524 Detection and Estimation Theory
Credit 3 units. EN: BME T, TU

E35 ESE 526 Network Science
This course focuses on fundamental theory, modeling, structure, and analysis methods in network science. The first part of the course includes basic network models and their mathematical principles. Topics include a review of graph theory, random graph models, scale-free network models and dynamic networks. The second part of the course includes structure and analysis methods in network science. Topics include network robustness, community structure, spreading phenomena and clique topology. Applications of the topics covered by this course include social networks, power grid, internet, communications, protein-protein interactions, epidemic control, global trade, neuroscience, etc. Prerequisites: ESE 520 (Probability and Stochastic Processes), Math 429 (Linear Algebra) or equivalent.
Credit 3 units.

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: BME T, TU

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: BME T, TU

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: BME T, TU

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, and atoms in cavities. If time permits, the following topics will be selectively covered: quantum computing, quantum cryptography, and teleportation. Prerequisites: ESE 330 and Physics 217 or Physics 421
Credit 3 units. EN: BME T, TU

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: BME T, 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: BME T, TU

E35 ESE 545 Stochastic Control
Credit 3 units. EN: BME T, 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. Prerequisites: ESE 553 (or equivalent); ESE 520 (or equivalent); ESE 351 (or equivalent).
Credit 3 units. EN: BME T, 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 control and pop 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: BME T, TU

E35 ESE 552 Linear Dynamic Systems II
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
Credit 3 units.

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: BME T, TU

E35 ESE 559 Special Topics in Systems and Control:
Control of High-Dimensional Complex Systems
A rigorous introduction to recent developments in systems and controls. Focus is on the discussion of interdisciplinary applications of complex systems that motivate emerging topics in dynamics and control, and state-of-the-art methods for addressing the control and computation problems involving these large-scale systems. Topics to be covered include the control of ensemble systems, pseudospectral approximation and high-dimensional optimization, the mathematics of networks, dynamic learning and topological data analysis, and applications to biology, neuroscience, brain medicine, quantum physics, and complex networks. Both model-based and data-driven approaches are introduced. Students learn about the state-of-the-art research in the field, and ultimately apply their knowledge to conduct a final project. Prerequisite: Linear algebra (Math 429) or equivalent, ESE 415 Optimization, ESE 551 Linear Dynamic Systems, ESE 553 Nonlinear Dynamic Systems, and ESE 550 Probability and Stochastic Processes.
Credit 3 units.

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: BME T, TU

E35 ESE 562 Analog Integrated Circuits
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.

E35 ESE 566A Modern System-on-Chip Design
The System-on-Chip (SoC) technology is at the core of most electronic systems: smartphones, wearable devices, autonomous robots and cars, and aerospace and 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 will gain insight into the early stage of the SoC design process by performing the tasks of developing functional specification, partition and map functions onto hardware and/or software then 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: BME T, TU

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 designs without replication, 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 260M.
Same as E81 CSE 567M
Credit 3 units. EN: BME T, TU

E35 ESE 570 Coding Theory
Credit 3 units. EN: TU

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
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: BME T, TU

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: BME T, TU

E35 ESE 582 Fundamentals and Applications of Modern Optical Imaging
Analysis, design, and application of modern optical imaging systems with emphasis on biological imaging. The first part of the 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). The second part of the 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 PHY 421 (or equivalent). Credit 3 units. EN: BME T, TU

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, wideband 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

E35 ESE 585A Sparse Modeling for Imaging and Vision
Sparse modeling is at the heart of modern imaging, vision, and machine learning. It is a fascinating new area of research that seeks to develop highly effective data models. The core idea in sparse modeling theory is a novel redundant transform, where the number of transform coefficients is larger compared to the original data dimension. Together with redundancy comes the opportunity to seek the sparsest possible representation or the one with the fewest nonzeros. This core idea leads to a series of beautiful theoretical and practical results with many applications, such as regression, prediction, restoration, extrapolation, compression, detection, and recognition. In this course, we will explore sparse modeling by covering theoretical as well as algorithmic aspects with applications in computational imaging and computer vision. Prerequisites: ESE 318, Math 233, Math 309, and Math 429 or equivalents; coding with MATLAB or Python. Credit 3 units. EN: BME T, TU

E35 ESE 588 Quantitative Image Processing

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: BME T, 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 approved by the department. Credit variable, maximum 3 units.

### 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 Bachelor of Science in Electrical Engineering (BSEE) Degree Program

A. Our graduates will be engaged as practicing professionals in a broad range of careers in industry or government or will pursue 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 the following:

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

### 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 McKelvey School of Engineering and subject to the following program requirements:

1. Common Studies program of the McKelvey 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. Chem 111A is preferred, but Chem 105 will be allowed.

2. Engr 4501 Engineering Ethics and Sustainability (1 unit).

3. Two of the following three computer science courses: CSE 131 Introduction to Computer Science (3 units), CSE 132 Introduction to Computer Engineering (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 cannot be used to satisfy the Common Studies requirements (item 1 above) or the computer science requirement (item 3). Courses in other fields can be arranged with special departmental approval.

Examples of engineering and science courses are MEMS 255 Dynamics, EECE 210 Introduction to Environmental Engineering, CSE 247 Data Structures and Algorithms, Engr 324 From Concept to Market: The Business

5. 31 units of required ESE courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESE 105</td>
<td>Introduction to Electrical and Systems Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ESE 230</td>
<td>Introduction to Electrical and Electronic Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ESE 232</td>
<td>Introduction to Electronic Circuits</td>
<td>3</td>
</tr>
<tr>
<td>ESE 260</td>
<td>Introduction to Digital Logic and Computer Design</td>
<td>3</td>
</tr>
<tr>
<td>ESE 318</td>
<td>Engineering Mathematics A</td>
<td>3</td>
</tr>
<tr>
<td>ESE 319</td>
<td>Engineering Mathematics B</td>
<td>3</td>
</tr>
<tr>
<td>ESE 326</td>
<td>Probability and Statistics for Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ESE 330</td>
<td>Engineering Electromagnetics Principles</td>
<td>3</td>
</tr>
<tr>
<td>ESE 351</td>
<td>Signals and Systems</td>
<td>3</td>
</tr>
<tr>
<td>ESE 498</td>
<td>Electrical Engineering Capstone Design Projects</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 31

6. Two upper-level laboratory courses (6 units) from the following list: ESE 331, ESE 435, ESE 447, ESE 448, ESE 465 and ESE 488. The selection must contain at least one course from ESE 331, ESE 435, ESE 465 and 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 425, ESE 441, ESE 471, and ESE 482.

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 McKelvey School of Engineering 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 Undergraduate 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 for 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).

### Electrical Engineering Sample Curriculum

Most students acquire more than 120 credit units. For a typical sequence of subjects for the BSEE degree, please refer to the following table:

<table>
<thead>
<tr>
<th>Units</th>
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<tbody>
<tr>
<td>Fall</td>
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#### First Year

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Introduction to Electrical and Systems Engineering (ESE 105)</td>
<td>3</td>
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<tr>
<td>Physics I (Physics 191)</td>
<td>3</td>
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<tr>
<td>Physics I Laboratory (Physics 191L)</td>
<td>1</td>
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<tr>
<td>Introduction to Computer Science (CSE 131)</td>
<td>3</td>
</tr>
<tr>
<td>Calculus II, III (Math 132, 233)</td>
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</tr>
<tr>
<td>Humanities or social science elective</td>
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<tr>
<td>Physics II (Physics 192)</td>
<td>3</td>
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<tr>
<td>Physics II Laboratory (Physics 192L)</td>
<td>1</td>
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<tr>
<td>Introduction to Computer Engineering (CSE 132)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Digital Logic and Computer Design (ESE 260)</td>
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<tr>
<td>13</td>
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#### Second Year

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Differential Equations (Math 217)</td>
<td>3</td>
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<tr>
<td>Introduction to Electrical and Electronic Circuits (ESE 230)</td>
<td>4</td>
</tr>
<tr>
<td>Humanities or social science elective</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry I or Introductory General Chemistry I (Chem 111A or Chem 105)</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry Laboratory I (Chem 151)</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Electronic Circuits (ESE 232)</td>
<td>3</td>
</tr>
<tr>
<td>Signals and Systems (ESE 351)</td>
<td>3</td>
</tr>
<tr>
<td>Engineering Mathematics A (ESE 318)</td>
<td>3</td>
</tr>
<tr>
<td>Engineering Mathematics B (ESE 319)</td>
<td>3</td>
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#### Third Year

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<tbody>
<tr>
<td>Probability and Statistics for Engineering (ESE 326)</td>
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<tr>
<td>Humanities or social sciences elective</td>
<td>3</td>
</tr>
<tr>
<td>Engineering and science breadth elective</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
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<tbody>
<tr>
<td>15</td>
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</table>
Engineering Electromagnetics Principles (ESE 330) 3 —
Electrical Engineering electives with engineering topics units 3 6
Electrical Engineering laboratory — 3
Technical Writing (Engr 310) — 3

<table>
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<th>Fourth Year</th>
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<tbody>
<tr>
<td>Free electives</td>
<td>3</td>
<td>6</td>
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<tr>
<td>Humanities or social science elective</td>
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<td>—</td>
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<tr>
<td>Engineering Ethics and Sustainability (Engr 4501)</td>
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<tr>
<td>Electrical Engineering electives with engineering topics units</td>
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<td>Engineering and science breadth elective</td>
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<td>3</td>
</tr>
<tr>
<td>Electrical Engineering laboratory</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Electrical Engineering Capstone Design Projects (ESE 498)</td>
<td>—</td>
<td>3</td>
</tr>
</tbody>
</table>

|                      | 15          | 15     |

For more information about the BS in Electrical Engineering curriculum (https://ese.wustl.edu/undergraduate/degreeprograms/Pages/electrical-engineering.aspx), please visit the ESE website.

**Bachelor of Science in Systems Science & Engineering**

This professional degree program is accredited by the Engineering Accreditation Commission of ABET (http://www.abet.org).

**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 McKelvey School of Engineering
- The most flexible professional program in the McKelvey School of Engineering

The Bachelor of Science in Systems Science & Engineering (BSSSE) 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 will also 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 their study toward preparation for systems science and engineering work in large, complex systems, such as transportation and power; communications networks; societal systems like the economy, ecology and cities; and 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 of these interests and to make preparation at the BS level ideally suited for a student's future plans and interests.

**Educational Objectives of the Bachelor of Science in Systems Science & Engineering (BSSSE) Degree Program**

A. Our graduates will be engaged as practicing professionals in a broad range of careers in industry and government, or they will pursue 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 the following:

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

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 McKelvey School of Engineering, and meets the following program requirements:

1. Common Studies program of the McKelvey School of Engineering: This includes courses in engineering, mathematics, physics, chemistry, humanities, social sciences and technical writing. The required chemistry sequence is Chem 111A-Chem 151 (recommended) or Chem 105-Chem 151.

2. Engr 4501 Engineering Ethics and Sustainability (1 unit)

3. Required courses in systems science and engineering:
   - ESE 105 Introduction to Electrical and Systems Engineering (3 units);
   - ESE 205 Introduction to Engineering Design (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);
   - ESE 499 Systems Science and Engineering Capstone Design Project (3 units)

4. Two of the following three computer science courses:
   - CSE 131 Introduction to Computer Science (3 units);
   - CSE 247 Data Structures and Algorithms (3 units); and
   - CSE 132 Introduction to Computer Engineering (3 units).
   Students are encouraged to take CSE 131 and CSE 247. The other possible sequence is CSE 131 and CSE 132.

5. One of the following two laboratory courses: ESE 447 Robotics Laboratory (3 units) or ESE 488 Signals and Communication Laboratory (3 units)

6. 12 units in elective courses in systems science and engineering are required: ESE 400 through 428; ESE 437;
   ESE 440 through 459; ESE 470 through 497; ESE 497;
   ESE 502 through 529; ESE 540 through 559; SWCD 5660

7. 12 units in engineering concentration outside of systems science and engineering are required. 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.

8. The entire course sequence for the BSSSE, containing engineering topics of at least 45 units, must be completed. The number of engineering topics units assigned to undergraduate courses in the McKelvey School of Engineering 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 (http://engineering.wustl.edu/current-students/student-services/Pages/default.aspx) provided by Engineering Undergraduate Student Services.

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 for 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).

Systems Science & Engineering Sample Curriculum

The program requirements for the BSSSE allow for 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 BSSSE, please refer to the following table:

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus II, III (Math 132, 233)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Physics I (Physics 191)</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Physics I Laboratory (Physics 191L)</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>Humanities or social sciences elective</td>
<td>—</td>
<td>6</td>
</tr>
<tr>
<td>Introduction to Computer Science (CSE 131)</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Freshman Elective</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>Introduction to Electrical and Systems Engineering (ESE 105)</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Physics II (Physics 192), Physics II Lab (Physics 192L)</td>
<td>—</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Engineering Design (ESE 205)</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Chemistry Laboratory I (Chem 151)</td>
<td>2</td>
<td>—</td>
</tr>
<tr>
<td>General Chemistry I or Introductory General Chemistry I (Chem 111A or Chem 105)</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Humanities or social sciences electives</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Data Structures and Algorithms or Introduction to Computer Engineering (CSE 247 or CSE 132)</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Differential Equations (Math 217)</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Probability and Statistics for Engineering (ESE 326)</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td>Outside concentration elective</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td>Signals and Systems (ESE 351)</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td>Engineering Mathematics A (ESE 318)</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td>Engineering Mathematics B (ESE 319)</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Third Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities or social sciences elective</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Operations Research (ESE 403)</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Control Systems (ESE 441)</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Systems science and engineering elective with engineering topics units</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Outside concentration elective</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Robotics Laboratory (ESE 447) an elective lab</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td>Technical Writing (Engr 310)</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Fourth Year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For more information about the BS in Systems Science & Engineering curriculum (https://ese.wustl.edu/undergraduate/degreeprograms/Pages/systems-science-engineering.aspx), please visit the ESE website.

**Bachelor of Science in Applied Science (Electrical Engineering)**

Students who do not plan to pursue a career in electrical engineering but who 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 McKelvey School of Engineering as well as the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities and social sciences electives</td>
<td>18</td>
</tr>
<tr>
<td>Mathematics, science and engineering electives</td>
<td>24</td>
</tr>
<tr>
<td>Required courses in electrical engineering (ESE 105, ESE 230, ESE 232, ESE 260, ESE 330 and ESE 351)</td>
<td>19</td>
</tr>
<tr>
<td>Computer Science requirement (CSE 131)</td>
<td>3</td>
</tr>
</tbody>
</table>
Upper-level elective courses in electrical engineering (ESE 330–399, ESE 400, ESE 405, ESE 407, ESE 415, ESE 425, ESE 429–499, ESE 503–589) 
Free electives 
Total

The program must include at least 48 units at the 300 level or higher.

The above program assumes the completion of the following courses:

- Math 132 Calculus II
- Math 233 Calculus III
- Math 217 Differential Equations
- Physics 197 Physics I
- Physics 198 Physics II
- ESE 318 Engineering Mathematics A
- ESE 319 Engineering Mathematics B
- ESE 326 Probability and Statistics for Engineering

**Bachelor of Science in Applied Science (Systems Science & Engineering)**

This program provides the student with the opportunity to prepare their academic career with maximum flexibility but also with enough organization to ensure 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 McKelvey School of Engineering as well as the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities and social sciences electives</td>
<td>18</td>
</tr>
<tr>
<td>Mathematics, science and engineering electives</td>
<td>24</td>
</tr>
<tr>
<td>Required courses: ESE 105, ESE 351, ESE 403, and ESE 441</td>
<td>12</td>
</tr>
<tr>
<td>Computer Science requirement (CSE 131)</td>
<td>3</td>
</tr>
<tr>
<td>Systems science and engineering electives</td>
<td>18</td>
</tr>
<tr>
<td>Free electives</td>
<td>48</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
</tr>
</tbody>
</table>

The Second Major in Electrical Engineering

A second major in electrical engineering is ideal for students majoring in many areas, such as mathematics, physics, chemistry and biology. Students in the McKelvey School of Engineering as well as the other undergraduate divisions at Washington University now have the opportunity to pursue a second major in electrical engineering. 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 are as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESE 105</td>
<td>Introduction to Electrical and Systems Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ESE 230</td>
<td>Introduction to Electrical and Electronic Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ESE 232</td>
<td>Introduction to Electronic Circuits</td>
<td>3</td>
</tr>
<tr>
<td>ESE 260</td>
<td>Introduction to Digital Logic and Computer Design</td>
<td>3</td>
</tr>
<tr>
<td>ESE 330</td>
<td>Engineering Electromagnetics Principles</td>
<td>3</td>
</tr>
<tr>
<td>ESE 351</td>
<td>Signals and Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSE 131</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
</tbody>
</table>

In addition, students must select 18 units of ESE electives from the following list:

- ESE 330-399
- ESE 400
- ESE 405
- ESE 407
- ESE 425
The above program assumes completion of the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 132 &amp; Math 233</td>
<td>Calculus II and Calculus III</td>
<td>6</td>
</tr>
<tr>
<td>Math 217</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>ESE 318</td>
<td>Engineering Mathematics A</td>
<td>3</td>
</tr>
<tr>
<td>ESE 319</td>
<td>Engineering Mathematics B</td>
<td>3</td>
</tr>
<tr>
<td>ESE 326</td>
<td>Probability and Statistics for Engineering</td>
<td>3</td>
</tr>
<tr>
<td>Physics 197</td>
<td>Physics I</td>
<td>4</td>
</tr>
<tr>
<td>Physics 198</td>
<td>Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

Students may petition to substitute electrical science-oriented courses from other disciplines in Arts & Sciences (e.g., certain courses in physics or applied mathematics) for up to two of the above required courses. Within this second major in electrical engineering, areas of concentration are possible in devices and circuits, applied physics, signals and imaging, and control systems.

For more information, please contact the director of the program, Martin Arthur (https://ese.wustl.edu/faculty/Pages/faculty.aspx?bio=67).

### The Second Major in Systems Science and Engineering

A second major in systems science and engineering is ideal for study in many areas, including physics, chemistry, economics, finance, supply chain management and computational biology. Students in the McKelvey School of Engineering as well as the other undergraduate divisions at Washington University have the opportunity to pursue a second major in systems science and engineering in the Preston M. Green Department of Electrical & Systems Engineering in the McKelvey School of Engineering. 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 and engineering are as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESE 105</td>
<td>Introduction to Electrical and Systems Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ESE 351</td>
<td>Signals and Systems</td>
<td>3</td>
</tr>
<tr>
<td>ESE 403</td>
<td>Operations Research</td>
<td>3</td>
</tr>
<tr>
<td>ESE 441</td>
<td>Control Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSE 131</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

In addition, 18 units of ESE courses in the systems area are to be chosen from the following list:

- ESE 205
- ESE 400 through 428
- ESE 437
- ESE 440 through 459
- ESE 470 through 499
- ESE 502 through 529
- ESE 540 through 559
- SWCD 5660

Students may petition to substitute systems-oriented courses from other disciplines in Arts & Sciences for two of these six courses (for example, courses in computational physics, econometrics or computational mathematics).

The above program assumes completion of the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 132 &amp; Math 233</td>
<td>Calculus II and Calculus III</td>
<td>6</td>
</tr>
<tr>
<td>Math 217</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>ESE 318</td>
<td>Engineering Mathematics A</td>
<td>3</td>
</tr>
<tr>
<td>ESE 319</td>
<td>Engineering Mathematics B</td>
<td>3</td>
</tr>
<tr>
<td>ESE 326</td>
<td>Probability and Statistics for Engineering</td>
<td>3</td>
</tr>
<tr>
<td>Physics 197</td>
<td>Physics I</td>
<td>4</td>
</tr>
<tr>
<td>Physics 198</td>
<td>Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

Within this second major in systems science and engineering, areas of concentration are possible in robotics, control systems and operations research.

For more information, contact the director of the program, Shen Zeng (https://ese.wustl.edu/faculty/Pages/faculty.aspx?bio=121).

### 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**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSE 131</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>ESE 326</td>
<td>Probability and Statistics for Engineering</td>
<td>3</td>
</tr>
<tr>
<td>or DAT 121</td>
<td>Managerial Statistics II</td>
<td></td>
</tr>
<tr>
<td>or Econ 413</td>
<td>Introduction to Econometrics</td>
<td></td>
</tr>
<tr>
<td>or Math 439</td>
<td>Linear Statistical Models</td>
<td></td>
</tr>
</tbody>
</table>
Math 217  Differential Equations  3
Math 233  Calculus III  3
Math 309  Matrix Algebra  3
M EC 290  Microeconomics  3
or Econ 4011  Intermediate Microeconomic Theory  3
Total Units  18

Engineering Professional Core Requirements: 15 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSE 240</td>
<td>Logic and Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>CSE 247</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSE 417T</td>
<td>Introduction to Machine Learning</td>
<td>3</td>
</tr>
<tr>
<td>or CSE 427S</td>
<td>Cloud Computing with Big Data Applications</td>
<td>3</td>
</tr>
<tr>
<td>ESE 403</td>
<td>Operations Research</td>
<td>3</td>
</tr>
<tr>
<td>or ESE 415</td>
<td>Optimization</td>
<td></td>
</tr>
<tr>
<td>ESE 427</td>
<td>Financial Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Olin Professional Core Requirements: 9 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 2610</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>FIN 340</td>
<td>Capital Markets and Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>FIN 441</td>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Olin Elective Courses: 6 units minimum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>B62 FIN 500Q</td>
<td>Quantitative Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>B62 FIN 537</td>
<td>Advanced Derivative Securities</td>
<td>3</td>
</tr>
<tr>
<td>B62 FIN 539</td>
<td>Mathematical Finance</td>
<td>1.5</td>
</tr>
<tr>
<td>B62 FIN 551</td>
<td>Advanced Fixed Income and Credit Risk Modeling</td>
<td>2</td>
</tr>
<tr>
<td>B62 FIN 552</td>
<td>Fixed Income Derivatives</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Financial Mathematics (ESE 427) is to be taken after Capital Markets and Financial Management (FIN 340) and before the 6 credit hours of FIN 500+.

Students must have a 3.0 or higher grade-point average to pursue this second major, which includes the cumulative GPA, the Business GPA, and the Engineering GPA.

For students earning undergraduate degrees from the McKelvey School of Engineering, 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).

The Minor in Applied Physics & Electrical Engineering

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, radiofrequency 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 of these 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 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 its equivalent is recommended.

Course Requirements

Required course:

- ESE 230 Introduction to Electrical and Electronic Circuits

One core lab course from the following list:

- ESE 331 Electronics Laboratory or Physics 321 Electronics Laboratory
- ESE 435 Electrical Energy Laboratory

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

Three electives from the following list. These three courses (i) must exclude the course selected in requirement (3) above and (ii) must include at least one physics course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESE 232</td>
<td>Introduction to Electronic Circuits</td>
<td>3</td>
</tr>
<tr>
<td>ESE 330</td>
<td>Engineering Electromagnetics Principles</td>
<td>3</td>
</tr>
</tbody>
</table>
The Minor in Electrical Engineering

This minor consists of fundamental courses in core electrical engineering areas of devices and circuits, applied physics, and signals and systems. Elective choices allow further depth in advanced devices, optics, signal processing, and control systems or greater breadth within electrical engineering.

Units required: 16

Required courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESE 230</td>
<td>Introduction to Electrical and Electronic Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ESE 330</td>
<td>Engineering Electromagnetics Principles</td>
<td>3</td>
</tr>
<tr>
<td>ESE 351</td>
<td>Signals and Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Units</td>
<td>10</td>
</tr>
</tbody>
</table>

Electives: Students must select two electrical engineering elective courses from the following list:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESE 232</td>
<td>Introduction to Electronic Circuits</td>
<td>3</td>
</tr>
<tr>
<td>ESE 260</td>
<td>Introduction to Digital Logic and Computer Design</td>
<td>3</td>
</tr>
<tr>
<td>ESE 330</td>
<td>Engineering Electromagnetics Principles</td>
<td>3</td>
</tr>
<tr>
<td>ESE 351</td>
<td>Signals and Systems</td>
<td>3</td>
</tr>
<tr>
<td>ESE 399</td>
<td>Independent Study</td>
<td>max</td>
</tr>
<tr>
<td>ESE 400</td>
<td>Reliability and Quality Control</td>
<td>3</td>
</tr>
<tr>
<td>ESE 405</td>
<td>Analysis and Simulation of Discrete Event Systems</td>
<td>3</td>
</tr>
<tr>
<td>ESE 415</td>
<td>Optimization</td>
<td>3</td>
</tr>
<tr>
<td>ESE 425</td>
<td>Random Processes and Kalman Filtering</td>
<td>3</td>
</tr>
<tr>
<td>ESE 429–499</td>
<td>Fiber-Optic Communications</td>
<td>3</td>
</tr>
<tr>
<td>L31 Physics 537</td>
<td>Kinetics of Materials</td>
<td>3</td>
</tr>
</tbody>
</table>

For more information, contact the director for the minor, Martin Arthur (https://ese.wustl.edu/faculty/Pages/faculty.aspx?bio=67).

The Minor in Mechatronics

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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEMS 255</td>
<td>Dynamics (Dynamics)</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 411</td>
<td>Mechanical Engineering Design Project (Mechatronics project)</td>
<td>3</td>
</tr>
<tr>
<td>ESE 444</td>
<td>Sensors and Actuators</td>
<td>3</td>
</tr>
<tr>
<td>ESE 446</td>
<td>Robotics: Dynamics and Control</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Units</td>
<td>12</td>
</tr>
</tbody>
</table>

Two electives from the following:
The Minor in Robotics

Robotic systems have a wide range of applications in modern technology and manufacturing. Robots can vary in complexity and use, from the microrobots used for surgical procedures to the moderate-size robots common in manufacturing and undersea exploration to the macrorobots used for the 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 the design and use of robots.

Units required: 18

Prerequisites:

- Math 217 Differential Equations
- Physics 197 Physics I
- Physics 198 Physics II
- CSE 131 Introduction to Computer Science

The required courses are as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEMS 255</td>
<td>Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>ESE 351</td>
<td>Signals and Systems</td>
<td>3</td>
</tr>
<tr>
<td>or MEMS 4310</td>
<td>Dynamics and Vibrations</td>
<td></td>
</tr>
<tr>
<td>ESE 446</td>
<td>Robotics: Dynamics and Control</td>
<td>3</td>
</tr>
<tr>
<td>ESE 447</td>
<td>Robotics Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Two additional courses must be chosen with the approval of the director of the program for a minor in robotics. Suggested courses are as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSE 417T</td>
<td>Introduction to Machine Learning</td>
<td>3</td>
</tr>
<tr>
<td>CSE 452A</td>
<td>Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td>CSE 546T</td>
<td>Computational Geometry</td>
<td>3</td>
</tr>
</tbody>
</table>

For more information, contact the director of the minor, Dennis Mell (https://ese.wustl.edu/faculty/Pages/faculty.aspx?bio=150).

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 as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESE 351</td>
<td>Signals and Systems</td>
<td>3</td>
</tr>
<tr>
<td>ESE 403</td>
<td>Operations Research</td>
<td>3</td>
</tr>
<tr>
<td>ESE 441</td>
<td>Control Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must also select 6 units of Systems Science & Engineering electives from the following list: ESE 400 through 425; ESE 437; ESE 440 through 459 (except 449); and ESE 470 through 499.

For more information, contact the director for the minor, Shen Zeng (https://ese.wustl.edu/faculty/Pages/faculty.aspx?bio=121).

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; offering a curriculum of fundamental education coupled with applications in advanced focal areas and strengthened by our breadth in other disciplinary areas; participating in cutting-edge research with faculty and industrial partners; and providing access to state-of-the-art facilities and instrumentation. Most undergraduate students in the department will pursue the BS in Chemical Engineering degree, accredited by the Engineering Accreditation Commission of ABET (http://www.abet.org), or the BS in Environmental Engineering degree (launched spring 2019). Other students may 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, Master of Science and Doctor of Philosophy) in Energy, Environmental & Chemical Engineering are also 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 the design, operation and control of processes in a variety of industries (e.g., petroleum, petrochemical, chemical, consumer products, food, feed, 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, 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 in Chemical Engineering is a great starting point for pursuing a degree in business, law or medicine.

Environmental engineers address societal and environmental problems and opportunities in the context of sustainable development. They apply scientific and engineering principles to assess, manage and design sustainable systems (e.g., water resources, air quality, solid waste, hazardous waste, production and consumption) that protect human health and the environment, and to improve the quality of life. They apply an understanding of natural systems and processes to develop and evaluate engineering solutions that are environmentally sound and economically feasible. Their training prepares environmental engineers to apply technological solutions within specific environmental and societal contexts. Environmental engineering graduates are prepared to enter professional practice and to pursue graduate study in environmental engineering and allied fields.

The curricula are planned to provide students with a strong background in basic engineering concepts while allowing students individual latitude to emphasize study in a specialized area or to obtain added breadth both within and outside of chemical or environmental engineering.

**Mission Statement**

The mission of the department is to teach energy, environmental and chemical engineering principles and their application in an inspiring learning environment; to prepare students for engineering careers by developing the skills of critical thinking, analysis and communication proficiency; and to instill a sense of professional ethics and societal responsibility.

**Advising**

The department takes pride in its mentoring of undergraduate students. Each student who declares chemical or environmental 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.

**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

Vijay Ramani (https://eece.wustl.edu/faculty/Pages/faculty.aspx?bio=108)
Director of Graduate Studies
Roma B. and Raymond H. Witcoff Distinguished University Professor
PhD, University of Connecticut
Electrochemical engineering, energy conversion

Professors

Young-Shin Jun (https://engineering.wustl.edu/Profiles/Pages/Young-Shin-Jun.aspx)
PhD, Harvard University
Aquatic processes, molecular issues in chemical kinetics, environmental chemistry, surface/physical chemistry, environmental engineering, biogeochemistry, nanotechnology

Randall Martin (https://engineering.wustl.edu/news/Pages/Martin-to-join-EECE-faculty-.aspx)
PhD, Harvard University
Characterizing atmospheric composition to inform effective policies surrounding major environmental and public health challenges ranging from air quality to climate change

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

Yinjie Tang (https://engineering.wustl.edu/Profiles/Pages/Yinjie-Tang.aspx)
PhD, University of Washington, Seattle
Metabolic engineering, bioremediation

Jian Wang (https://eece.wustl.edu/faculty/Pages/faculty.aspx?bio=126)
PhD, California Institute of Technology
Aerosol properties and processes, nucleation and new particle formation, aerosols in the marine environment, effects of aerosols on cloud microphysical properties and macrophysical struct

Associate Professors

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, and development of advanced aerosol instruments

Tae Seok Moon (https://engineering.wustl.edu/Profiles/Pages/Tae-Seok-Moon.aspx)
PhD, Massachusetts Institute of Technology
Metabolic engineering and synthetic biology

Brent Williams (https://engineering.wustl.edu/Profiles/Pages/Brent-Williams.aspx)
Raymond R. Tucker Distinguished InCEES Career Development Associate 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 (https://engineering.wustl.edu/Profiles/Pages/Peng-Bai.aspx)
PhD, Tsinghua University, China
Develop next-generation batteries, probe the in situ electrochemical dynamics of miniature electrodes down to nanoscales, capture the heterogeneous and stochastic nature of advanced electrodes, and identify the theoretical pathways and boundaries for the rational design of materials, electrodes and batteries through physics-based mathematical modeling and simulation

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

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
Adjunct Faculty

Robert Heider
MME, Washington University
Process control and process design

Gary Moore
MS, Missouri University of Science and Technology
Environmental management

Nicholas J. Nissing
BS, Washington University
Product development and process design

Keith Tomazi
PhD, University of Missouri-Rolla
Process development engineering

Grigoriy Yablonsky
PhD, Boreskov Institute of Catalysis
Chemical reaction engineering and heterogeneous catalysis

Research Associate

Raymond Ehrhard
BS, Missouri University of Science and Technology
Water and wastewater treatment technologies, process energy management

Senior Professor

Rudolf B. Husar
PhD, University of Minnesota
Environmental informatics, aerosol science and engineering

Majors

Please visit the following pages for information about energy, environmental and chemical engineering majors:

• Bachelor of Science in Chemical Engineering (p. 1039)
• Bachelor of Science in Environmental Engineering (p. 1041)
• Bachelor of Science in Applied Science (Chemical Engineering) (p. 1043)
• Double Majors and the Pre-Medical Program (p. 1043)

Minors

Please visit the following pages for information about the EECE minors:

• Minor in Environmental Engineering Science (p. 1043)
• Minor in Energy Engineering (p. 1044)
• Minor in Nanoscale Science & Engineering (p. 1044)

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 3 units. EN: TU

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.
Credit 3 units. EN: TU

E44 EECE 103 Topics in 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. This course provides a broader context for content delivered in concurrent core chemical and environmental engineering courses.
Credit 1 unit.

E44 EECE 112 Earth’s Future: Causes and Consequences of Global Climate Change
Earth’s Future: Causes and Consequences of Global Climate Change examines 1) the physical basis for climate change; 2) how climates are changing and how we know and assess that climates are changing; and 3) the effects of climate change on natural and human systems. The course is team-taught and will involve participation by scholars across the university with expertise in specific subjects. This is a broad, introductory course for first year students and presumes no special subject matter knowledge on the part of the student.
Same as I50 INTER D 101
Credit 3 units. A&S: FYBB A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

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 202 Computational Modeling in Energy, Environmental and Chemical Engineering
Computational tools to solve engineering, design and scientific problems encountered in thermodynamics, transport phenomena, separation processes and reaction kinetics. Introduction to programming skills in MATLAB and use of various MATLAB toolboxes. Theory and application of numerical methods for solution of common problems, including methods for root-finding/optimization, curve fitting (regression, interpolation, and spline), integration, differentiation, and ordinary differential equations and boundary value problems. Illustrative application examples. Prerequisites: Math 233 and Math 217, or permission of instructor.
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.
Credit 3 units. EN: TU

E44 EECE 205 Process Analysis and Thermodynamics
This course is an introduction to the use of mathematics and methods of engineering in the analysis of chemical and physical processes. It will address the use of balances (mass, energy, entropy) to describe processes with and without chemical reaction in both transient and steady state conditions as well as classical thermodynamics focused on processes, first and second laws, and properties of pure substances. Prerequisites: Chem 112A and Math 233. Corequisite: Math 217.
Credit 4 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 will emphasize 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. Prerequisites: Chem 112A and Math 233.
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. Corequisite: EECE 202; Prerequisites: EECE 203, Math 217, ESE 318, or permission of instructor.
Credit 3 units. EN: BME T, 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.
Credit 3 units. EN: BME T, 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.
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.
Credit 3 units. EN: BME T, 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.
Credit 3 units. EN: BME T, TU

E44 EECE 309 Environmental Engineering Fate and Transport
The objective of this course is to introduce students to the fundamental processes that control contaminant fate and transport in the natural and built environment. The course will highlight mass transport and transformation in surface water, soil and groundwater, and atmosphere. Students will be introduced to environmental transport modeling software to solve applied problems. Prerequisites: EECE 210 and EECE 301.
Credit 3 units. EN: TU

E44 EECE 311 Green Engineering
Credit 3 units. EN: BME T, TU

E44 EECE 314 Air Quality Engineering with Lab
Introduction to air quality and pollution control. Pollutant emissions, atmospheric chemistry, and fate. Air pollution meteorology and atmospheric dispersion. Application of chemistry, thermodynamics, and fluid mechanics in the selection and design of air pollution control equipment. Labs to measure air quality and demonstrate control principles.
Credit 4 units. EN: TU

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.

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. Prerequisite: Math 217 and EECE 201.
Credit 3 units. EN: BME T, TU

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.
Credit 3 units. EN: BME T, TU

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.
Credit 3 units. EN: BME T, TU

E44 EECE 405 Unit Operations Laboratory
Laboratory projects focused on the application of chemical engineering principles (transport, thermodynamics, separations, etc.). Students design multi-week experiments utilizing unit operations equipment to solve realistic engineering problems. Includes analysis of safety and instrumentation. One laboratory period each week with supplemental lecture sessions. Emphasis on independent learning, teamwork, and technical communication skills. Prerequisites: EECE 301, 304; Corequisite: EECE 403.
Credit 4 units. EN: TU

E44 EECE 407 Environmental Biotechnology
This course aims to provide students with a background in current environmental biotechnology and to stimulate ideas about future potential new technologies. Students will gain qualitative and quantitative skills related to bioreactor designs in environmental applications (e.g., activated sludge, anaerobic digestion, membrane bioreactors). Special focus will be placed on the application of mathematical models that are currently widely used in wastewater engineering, such as the International Water Association models. Hands-on experience with biological water treatment process modelling will be provided. Finally, students will be encouraged to explore links between environmental biotechnologies and a "one health" approach to public health. Prerequisites: Biol 2960 or EECE 306, ESE 326, EECE 204, EECE 210.
Credit 3 units. EN: TU

E44 EECE 411 International Experience in EECE
This course will provide undergraduate students with an international experience related to energy, environmental and/or chemical engineering. The country visited will vary 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 will also gain an understanding of the local culture and history of the country visited. Course content will include a seminar series in the spring semester prior to the international experience, a two-
three-week visit to the location of study, and a follow-up student project and presentations during the fall semester that draw upon the experience. Students will enroll in EECE 411 for the fall semester following the trip.
Credit 3 units. EN: BME T, TU

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 INTER D 405
Credit 3 units. A&S IQ: SSC Arch: SSC Art: CPSC, SSC EN: S

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 203 and E44 301.
Credit 3 units. EN: BME T, TU

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 permission of the instructor.
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.
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.
Credit 3 units. EN: BME T, 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.
Credit 3 units. EN: BME T, 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. Corequisites: EECE 402, 403. Prerequisites: EECE 203, 301, 302, 304
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 will be followed so that the general principles can be grasped, and the skills needed to develop mathematical models of seemingly different processes will be emphasized. This provides the students with general tools that they can apply later in their chosen field of research.
Credit 3 units.

E44 EECE 502 Advanced Thermodynamics in EECE
The objective of this course is to understand classical thermodynamics at a deeper level then is reached during typical undergraduate work. Emphasis will be placed on solving problems relevant to chemical engineering materials science. Prerequisite: E44 203 or equivalent.
Credit 3 units.

E44 EECE 503 Mathematical Methods in EECE
The course will introduce students to mathematical principles essential for graduate study in any engineering discipline. Applied mathematical concepts will be demonstrated by applications to various areas in energy, environmental,
biomedical, chemical, mechanical, aerospace, electrical and civil engineering.
Credit 3 units.

E44 EECE 504 Aerosol Science and Technology
Credit 3 units. EN: BME T, TU

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: senior or graduate-level standing.
Credit 3 units. EN: BME T, TU

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.
Credit 3 units. EN: BME T, TU

E44 EECE 507 Kinetics and Reaction Engineering Principles
This course is aimed at a modern multiscale treatment of kinetics of chemical and biochemical reactions and the application of these fundamentals to analyze and design reactors. Application of reaction engineering principles in areas related to energy generation, pollution prevention, chemical and biochemical processes will be 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.
Credit 3 units.

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 will require the student to work under the guidance of a faculty member.

E44 EECE 509 Seminar in Energy, Environmental, and Chemical Engineering
All graduate students in EECE should attend the Departmental Seminar Series to gain exposure to various diverse fields of research. Students are also expected to participate in journal clubs and other discussion formats to discuss topical research areas. This course is required of all graduate students every semester of residency in the program.
Credit 1 unit.

E44 EECE 510 Advanced Topics in Aerosol Science & Engineering
This course will be focused on the discussion of advanced topics in aerosol science and engineering and their applications in a variety of fields, including materials science, chemical engineering, mechanical engineering, and environmental engineering. Prerequisite: EECE 504.
Credit 3 units. EN: BME T, TU

E44 EECE 512 Combustion Phenomena
This course provides an introduction to fundamental aspects of combustion phenomena, including relevant thermochemistry, fluid mechanics, and transport processes as well as the interactions among them. Emphasis is on elucidation of physico-chemical processes, problem formulation and analytic techniques. Topics covered include non-premixed and premixed flames, deflagrations and detonations, particle combustion, flame extinction, flame synthesis, pollutant formation, and methods of remediation. Contemporary topics associated with combustion are discussed throughout. Prerequisites: graduate standing or permission of instructor.
Credit 3 units. EN: BME T, TU

E44 EECE 514 Atmospheric Science and Climate
This course will cover 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 will be placed on how our atmosphere and climate are altered in a world of changing energy production and land use. Prerequisites: Chemistry 112A, Physics 198, and junior or higher standing.
Credit 3 units. EN: BME T, TU

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 will focus on the following: (1) integral moment measurement techniques; (2) particle sizing and size distribution measurement techniques; and (3) particle composition measurement techniques. Related issues such as particle sampling and
transportation, instrument calibration, and particle standards will also be covered.
Credit 3 units. EN: BME T, TU

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 will be 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. Prerequisites: EECE 210, Chem 112A, Chem 261.
Credit 3 units. EN: BME T, TU

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. Prerequisites: EECE 201; EECE 204; EECE 210 or equivalents
Credit 3 units. EN: BME T, TU

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; and (4) explores connections between environmental nanochemistry and environmental kinetic analysis at larger scales. This course will help 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, and new energy alternatives.
Credit 3 units. EN: BME T, TU

E44 EECE 551 Metabolic Engineering and Synthetic Biology
Synthetic Biology is a transformative view of biology from "observation approach" to "synthesis approach." It is 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. No prerequisite. Both undergrad and graduate students can take this course.
Credit 3 units. EN: BME T, TU

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 includes relevant topics relating to biomass feedstock origin, harvest, transportation, storage, processing and pretreatment along with matters concerning thermo- and bio-chemical conversion technologies required to produce fuels, energy, chemicals, and materials. Also, various issues with respect to biomass characterization, economics and environmental impact will be discussed. The main objective of the course is to introduce concepts central to a large-scale integrated biomass bioconversion system.
Credit 3 units. EN: BME T, TU

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 will cover common molecular biotechnologies (molecular biology, microbiology, recombinant DNA technology, protein expression, etc.), biochemical models (enzymes catalysis, microbial growth, bioreactor, etc.) and bioengineering methodologies (protein engineering, expression control systems, etc.). These theories and technologies will be 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, to learn basic experimental skills, and to solve current research problems. Prerequisites: EECE 101, Bio 2960, Bio 4810.
Credit 3 units. EN: BME T, TU

E44 EECE 572 Advanced Transport Phenomena
Credit 3 units. EN: BME T, TU

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, and copper
deposition will be explored. Pre-/corequisites: EECE 501-502 (or equivalent) or permission of instructor. Credit 3 units.

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 behaviour and reaction mechanism will be explained. Present theoretical and methodological knowledge will be illustrated by many examples taken from heterogeneous catalysis (complete and partial oxidation), combustion and enzyme processes. Prerequisite: senior or graduate student standing, or permission of instructor. Credit 3 units.

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.

Bachelor of Science in Chemical Engineering
The Bachelor of Science in Chemical Engineering (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). The BSChE degree requires the satisfactory completion of a minimum of 126 units as indicated in the BSChE Requirements table below. Of the courses listed in that table, the humanities and social sciences courses (except Engr 450X courses) may be taken pass/fail. A sample year-by-year BSChE curriculum is also shown below.

The program of study consists of 25 units of physical and biological sciences (i.e., biology, chemistry and physics); 24 units of mathematics and engineering computing; 38 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 (https://eece.wustl.edu/undergraduate/programs) for more details, including the requirements that must be satisfied by these chemical engineering electives.

BSChE Requirements

<table>
<thead>
<tr>
<th>Physical Sciences</th>
<th>Units</th>
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<tbody>
<tr>
<td>General Chemistry (Chem 111A or Chem 105, Chem 112A or Chem 106) (111A and 112A recommended)</td>
<td>6</td>
</tr>
<tr>
<td>General Chemistry Laboratory (Chem 151, Chem 152)</td>
<td>4</td>
</tr>
<tr>
<td>General Physics (Physics 191, Physics 192)</td>
<td>6</td>
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<tr>
<td>Physics Laboratory (Physics 191L, Physics 192L)</td>
<td>2</td>
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<tr>
<td>Organic Chemistry I (Chem 261)</td>
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<tr>
<th>Biological Science</th>
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<tr>
<td>Biology in EECE (EECE 306) or Principles of Biology I (Biol 2960)</td>
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<td><strong>Unit Subtotal</strong></td>
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<tr>
<th>Mathematics &amp; Computing</th>
<th>Units</th>
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<tbody>
<tr>
<td>Calculus II &amp; III (Math 132, Math 233)</td>
<td>6</td>
</tr>
<tr>
<td>Differential Equations (Math 217)</td>
<td>3</td>
</tr>
<tr>
<td>Engineering Mathematics A, B (ESE 318, ESE 319)</td>
<td>6</td>
</tr>
<tr>
<td>Introduction to Computer Science (CSE 131) (with MATLAB extension)</td>
<td>3</td>
</tr>
<tr>
<td>Probability and Statistics for Engineering (ESE 326)</td>
<td>3</td>
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<tr>
<td>Computational Modeling in Energy, Environmental and Chemical Engineering (EECE 202)</td>
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<td><strong>Unit Subtotal</strong></td>
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<tr>
<th>Chemical Engineering Core</th>
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<tbody>
<tr>
<td>Introduction to Energy, Environmental and Chemical Engineering (EECE 101)</td>
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<tr>
<td>Process Analysis and Thermodynamics (EECE 205)</td>
<td>4</td>
</tr>
<tr>
<td>Thermodynamics II in Energy, Environmental and Chemical Engineering (EECE 204)</td>
<td>3</td>
</tr>
</tbody>
</table>
### Sample BSChE Curriculum

The curriculum is designed to provide opportunities for students to explore areas of interest within chemical engineering. In addition to offering the accredited BS in Chemical Engineering, the department offers students the option to pursue the course of study leading to the BS in Applied Science with a major in chemical engineering.

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
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<tbody>
<tr>
<td>First Year</td>
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<td>Physics I (Physics 191)</td>
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<td>Physics I Laboratory (Physics 191L)</td>
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<tr>
<td>General Chemistry I or Introductory General Chemistry I (Chem 111A or Chem 105)</td>
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<tr>
<td>General Chemistry Laboratory I, II (Chem 151, 152)</td>
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<tr>
<td>Calculus II, III (Math 132, 233)</td>
<td>3</td>
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<tr>
<td>Introduction to Energy, Environmental and Chemical Engineering (EECE 101)</td>
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<thead>
<tr>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Second Year</td>
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<td></td>
</tr>
<tr>
<td>Process Analysis and Thermodynamics (EECE 205)</td>
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<tr>
<td>Organic Chemistry I with Lab (Chem 261)</td>
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<td>—</td>
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<tr>
<td>Differential Equations (Math 217)</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Humanities/social sciences elective</td>
<td>6</td>
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<tr>
<td>Computational Modeling in Energy, Environmental and Chemical Engineering (EECE 202)</td>
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<tr>
<td>Thermodynamics II in EECE (EECE 204)</td>
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<td>Transport Phenomena I: Basics and Fluid Mechanics (EECE 301)</td>
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<td>Engineering Mathematics A (ESE 318)</td>
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<td>Engineering Mathematics B (ESE 319)</td>
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<tr>
<td>Engineering Ethics and Sustainability (Engr 4501)</td>
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<tr>
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<tr>
<td>Materials Science (EECE 305)</td>
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<td>Transport Phenomena II: Energy and Mass Transfer (EECE 307)</td>
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<td>Probability and Statistics for Engineering (ESE 326)</td>
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<tr>
<td>ChE elective</td>
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<tr>
<td>Humanities/social sciences elective</td>
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<tr>
<td>Engineering Leadership and Team Building (Engr 4502)</td>
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<tr>
<td>Mass Transfer Operations (EECE 304)</td>
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<tr>
<td>Biology in EECE (EECE 306)</td>
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<tr>
<td>Technical Writing (Engr 310)</td>
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<td>Conflict Management and Negotiation (Engr 4503)</td>
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<tr>
<th>Units</th>
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<tbody>
<tr>
<td>Fourth Year</td>
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<tr>
<td>Chemical Process Dynamics and Control (EECE 401)</td>
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<td>Chemical Reaction Engineering (EECE 403)</td>
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<tr>
<td>Unit Operations Laboratory (EECE 405)</td>
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<tr>
<td>Process Design, Economics and Simulation (EECE 409)</td>
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ChE electives 3 9
ChE Capstone (EECE 402) — 3
Humanities/social sciences elective — 3

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<tr>
<th>ChE electives</th>
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<tr>
<td>ChE Capstone (EECE 402)</td>
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<tr>
<td>Humanities/social sciences elective</td>
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</tr>
</tbody>
</table>

15 15

Program Educational Objective

The Program Educational Objective for the BSChE degree program is that, within a few years of graduation, graduates will do the following:

1. Engage in professional practice in chemical engineering or their chosen field, and/or
2. Attain advanced knowledge through graduate education or professional training in chemical engineering or their chosen field.

All students will use their knowledge, skills and abilities to serve society and pursue activities that promote professional growth and fulfillment.

Bachelor of Science in Environmental Engineering

The Bachelor of Science in Environmental Engineering (BSEnvE) degree program is designed to provide students with comprehensive training in environmental engineering fundamentals. The program has been designed with the goal of receiving accreditation by the Engineering Accreditation Commission of ABET (http://www.abet.org). Accreditation can be sought once the program has had its first graduates; the program was launched at the start of the 2018-19 spring semester. The EnvE degree requires satisfactory completion of a minimum of 126 units as indicated in the BSEnvE Requirements table below. Of the courses listed in that table, the humanities and social sciences courses (except Engr 450X courses) may be taken pass/fail. A sample year-by-year BSEnvE curriculum is also shown below.

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; 43 units of core environmental engineering courses; 21 units of humanities, social sciences and technical writing; and 15 units of environmental engineering and science electives. The environmental engineering electives permit students to tailor their studies toward specific goals. Some of these 15 units may be taken in other engineering departments, and one course is explicitly required to be chosen from a set of natural science options. Students, in collaboration with their advisers, design a course of study (subject to certain requirements) for the environmental engineering and science electives. Consult the EECE department website (https://eece.wustl.edu/undergraduate/programs) for more details, including the requirements that must be satisfied by these environmental engineering and science electives.

BSEnvE Requirements

<table>
<thead>
<tr>
<th>Physical Sciences</th>
<th>Units</th>
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<tbody>
<tr>
<td>General Chemistry (Chem 111A or Chem 105, Chem 112A or Chem 106) (111A and 112A Recommended)</td>
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</tr>
<tr>
<td>General Chemistry Laboratory (Chem 151, Chem 152)</td>
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<td>General Physics (Physics 191, Physics 192)</td>
<td>6</td>
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<tr>
<td>Physics Laboratory (Physics 191L, Physics 192L)</td>
<td>2</td>
</tr>
<tr>
<td>Organic Chemistry (Chem 261)</td>
<td>4</td>
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<tr>
<td><strong>Unit Subtotal</strong></td>
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<table>
<thead>
<tr>
<th>Biological Science</th>
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<tr>
<td>Principles of Biology (Biol 2960)</td>
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<tr>
<td><strong>Unit Subtotal</strong></td>
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<table>
<thead>
<tr>
<th>Mathematics &amp; Computing</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus II and III (Math 132, Math 233)</td>
<td>6</td>
</tr>
<tr>
<td>Differential Equations (Math 217)</td>
<td>3</td>
</tr>
<tr>
<td>Engineering Mathematics A (ESE 318)</td>
<td>3</td>
</tr>
<tr>
<td>Probability and Statistics for Engineering (ESE 326)</td>
<td>3</td>
</tr>
<tr>
<td>Computational Modeling in EECE (EECE 202)</td>
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</tr>
<tr>
<td>Introduction to Computer Science (CSE 131) (with MATLAB extension)</td>
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<tr>
<td><strong>Unit Subtotal</strong></td>
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<tr>
<th>Environmental Engineering Core</th>
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<tbody>
<tr>
<td>Introduction to EECE (EECE 101)</td>
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<tr>
<td>Process Analysis and Thermodynamics (EECE 205)</td>
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<td>Thermodynamics II in EECE (EECE 204)</td>
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<tr>
<td>Introduction to Environmental Engineering I (EECE 210)</td>
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<td>Environmental Engineering Fate and Transport (EECE 309)</td>
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<tr>
<td>Transport I: Basics and Fluid Mechanics (EECE 301)</td>
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<td>Green Engineering (EECE 311)</td>
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<td>Environmental Biotechnology (EECE 407)</td>
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<td>Air Quality Engineering With Lab (ECE 314)</td>
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<td>Environmental Engineering Laboratory (EECE 425)</td>
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<td>Environmental Chemistry Selection (EECE 505 or ECE 531)</td>
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<tr>
<td>Physical and Chemical Processes for Water Treatment (EECE 533)</td>
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### Sample BSEnvE Curriculum

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</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics I (Physics 191)</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Physics I Laboratory (Physics 191L)</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>General Chemistry I or Introductory General Chemistry I (Chem 111A or Chem 105) (111A Recommended)</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>General Chemistry Laboratory I, II (Chem 151, 152)</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Calculus II, III (Math 132, 233)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Energy, Environmental and Chemical Engineering (EECE 101)</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Physics II (Physics 192)</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td>Physics II Laboratory (Physics 192L)</td>
<td>—</td>
<td>1</td>
</tr>
<tr>
<td>General Chemistry II (Chem 112A) or Introductory General Chemistry II (Chem 106) (112A Recommended)</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Computer Science (CSE 131) (with MATLAB extension)</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process Analysis and Thermodynamics (EECE 205)</td>
<td>4</td>
<td>—</td>
</tr>
<tr>
<td>Organic Chemistry I with Lab (Chem 261)</td>
<td>4</td>
<td>—</td>
</tr>
<tr>
<td>Differential Equations (Math 217)</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Humanities/social sciences elective</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Environmental humanities and social sciences elective</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td>Engineering Mathematics A (ESE 318)</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td>Computational Modeling in Energy, Environmental and Chemical Engineering (EECE 202)</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td>Thermodynamics II in EECE (EECE 204)</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Environmental Engineering (EECE 210)</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td>Transport Phenomena I: Basics and Fluid Mechanics (EECE 301)</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Engineering Fate and Transport (EECE 309)</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Green Engineering (EECE 311)</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Air Quality Engineering with Lab (EECE 314)</td>
<td>4</td>
<td>—</td>
</tr>
<tr>
<td>Probability and Statistics for Engineering (ESE 326)</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Humanities/social sciences elective</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Environmental Engineering Laboratory (EECE 425)</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td>Technical Writing (Engr 310)</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Biology I (Biol 2960)</td>
<td>—</td>
<td>4</td>
</tr>
<tr>
<td>Physical and Chemical Processes for Water Treatment (EECE 533)</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td>Environmental engineering elective</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process Design, Economics and Simulation (EECE 409)</td>
<td>2</td>
<td>—</td>
</tr>
<tr>
<td>Environmental Biotechnology (EECE 407)</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Engineering Ethics and Sustainability (Engr 4501)</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>Engineering Leadership and Team Building (Engr 4502)</td>
<td>1</td>
<td>—</td>
</tr>
<tr>
<td>Aquatic Chemistry or Environmental Organic Chemistry (EECE 505 or EECE 531)</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Environmental engineering elective</td>
<td>—</td>
<td>6</td>
</tr>
<tr>
<td>Humanities/social sciences elective</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Natural science elective</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td>Conflict Management and Negotiation (Engr 4503)</td>
<td>—</td>
<td>1</td>
</tr>
<tr>
<td>Environmental Engineering Capstone (EECE 404)</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

**Total Units:** 1042
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 that must be fulfilled to earn this degree.

Double Majors and the 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 and 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 (p. 965) section of the McKelvey School of Engineering Bulletin.

Traditionally, the department's undergraduate degrees 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.

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 (https://eece.wustl.edu) website for more information.

Units required: 21

Required courses:

Select from the following menus:

Introduction¹ (3 units):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EECE 101</td>
<td>Introduction to Energy, Environmental and Chemical Engineering (fall)</td>
<td>3</td>
</tr>
<tr>
<td>EECE 210</td>
<td>Introduction to Environmental Engineering (spring)</td>
<td>3</td>
</tr>
</tbody>
</table>

Environmental Chemistry² (3 units):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EECE 505</td>
<td>Aquatic Chemistry (fall)</td>
<td>3</td>
</tr>
<tr>
<td>EECE 531</td>
<td>Environmental Organic Chemistry (fall)</td>
<td>3</td>
</tr>
</tbody>
</table>

Environmental Engineering electives² (9 units):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EECE 311</td>
<td>Green Engineering (fall)</td>
<td>3</td>
</tr>
<tr>
<td>EECE 425</td>
<td>Environmental Engineering Laboratory (spring)</td>
<td>3</td>
</tr>
<tr>
<td>EECE 504</td>
<td>Aerosol Science and Technology (fall)</td>
<td>3</td>
</tr>
<tr>
<td>EECE 512</td>
<td>Combustion Phenomena (fall)</td>
<td>3</td>
</tr>
<tr>
<td>EECE 514</td>
<td>Atmospheric Science and Climate (spring)</td>
<td>3</td>
</tr>
<tr>
<td>EECE 533</td>
<td>Physical and Chemical Processes for Water Treatment (spring)</td>
<td>3</td>
</tr>
<tr>
<td>EECE 534</td>
<td>Environmental Nanochemistry (spring)</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional eligible courses (new courses, special offerings) will be posted on the EECE website as they become available.

Natural Science (3 units):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 381</td>
<td>Introduction to Ecology (spring)</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 323</td>
<td>Biogeochemistry (spring)</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 413</td>
<td>Introduction to Soil Science (spring)</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 428</td>
<td>Hydrology</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 444</td>
<td>Environmental Geochemistry (fall, even years)</td>
<td>3</td>
</tr>
</tbody>
</table>

Environmental Policy and Social Science (3 units):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EnSt 310</td>
<td>Ecological Economics</td>
<td>3</td>
</tr>
<tr>
<td>EnSt 357</td>
<td>Environmental Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>L82 EnSt 539</td>
<td>Interdisciplinary Environmental Clinic</td>
<td>3 max</td>
</tr>
<tr>
<td>Econ 451</td>
<td>Environmental Policy (fall)</td>
<td>3</td>
</tr>
<tr>
<td>Pol Sci 340</td>
<td>Topics: Environmental Justice</td>
<td>3</td>
</tr>
<tr>
<td>Pol Sci 3752</td>
<td>Topics in American Politics</td>
<td>3</td>
</tr>
</tbody>
</table>

¹ First-year students 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.

² 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); Kimberly Parker (https://engineering.wustl.edu/Profiles/Pages/Kimberly-Parker.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 the 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):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EECE 205</td>
<td>Process Analysis and Thermodynamics (fall)</td>
<td>4 or 3</td>
</tr>
<tr>
<td>or MEMS 301</td>
<td>Thermodynamics</td>
<td></td>
</tr>
<tr>
<td>EECE 301</td>
<td>Transport Phenomena I: Basics and Fluid Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>or MEMS 3410</td>
<td>Fluid Mechanics</td>
<td></td>
</tr>
<tr>
<td>EECE 303</td>
<td>Transport Phenomena III: Energy Transfer Processes (spring)</td>
<td>3</td>
</tr>
<tr>
<td>ESE 332</td>
<td>Power, Energy and Polyphase Circuits (spring)</td>
<td>3</td>
</tr>
</tbody>
</table>

Social Science/Policy/Economics Elective (one course):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EnSt 451</td>
<td>Environmental Policy (fall)</td>
<td>3</td>
</tr>
<tr>
<td>EnSt 350W</td>
<td>Environmental Issues: Writing (spring)</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

Committee to Oversee Energy Engineering Minor

Pratim Biswas (https://engineering.wustl.edu/Profiles/Pages/Pratim-Biswas.aspx) (EECE, Coordinator); Jason Trobaugh (https://ese.wustl.edu/faculty/Pages/faculty.aspx?bio=152) (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

Nanotechnology deals with materials, structures and devices with dimensions that are in the 1- to 100-nm length scale. These entities have properties (physical, chemical and biological) that are very different from their bulk counterparts, and they can be tuned to obtained novel and desired functionalities. The goal of this minor is to enhance the student's background, knowledge and skills in the topical area of nanotechnology. The minor covers classes in several fields of science and engineering; It encompasses all of the departments in the McKelvey School of Engineering and several in Arts & Sciences. It is open to undergraduate students pursuing an engineering degree or a related Arts & Sciences major (e.g., chemistry, physics, biology, environmental studies, pre-med).
The minor in nanoscale science and engineering involves the following components. Starting with courses covering the fundamentals, students gain knowledge in synthesis and applications as well as characterization, structure and modeling. Two additional requirements are the cleanroom lab class (MEMS 5801 Micro-Electro-Mechanical Systems I) and the completion of a faculty-supervised independent study project over the course of at least two semesters. The mix of classes should provide the student with a significant background in nanotechnology, and it should promote independent thinking through the student's work on a research or educational project.

**Units required:** 18

**Required courses:** Select from the following menus:

### Fundamentals (choose one course):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 4810</td>
<td>General Biochemistry I</td>
<td>3</td>
</tr>
<tr>
<td>Chem 401</td>
<td>Physical Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>Chem 465</td>
<td>Solid-State and Materials Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>EECE 305</td>
<td>Materials Science</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 3601</td>
<td>Materials Engineering</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 3610</td>
<td>Materials Science</td>
<td>3</td>
</tr>
<tr>
<td>Physics 217</td>
<td>Introduction to Quantum Physics</td>
<td>3</td>
</tr>
<tr>
<td>Physics 352</td>
<td>Physics of Biomolecules</td>
<td>3</td>
</tr>
<tr>
<td>Physics 472</td>
<td>Solid State Physics</td>
<td>3</td>
</tr>
</tbody>
</table>

### Synthesis & Applications (choose one course):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EECE 504</td>
<td>Aerosol Science and Technology</td>
<td>3</td>
</tr>
<tr>
<td>EECE 534</td>
<td>Environmental Nanochemistry</td>
<td>3</td>
</tr>
<tr>
<td>ESE 337</td>
<td>Electronic Devices and Circuits</td>
<td>3</td>
</tr>
<tr>
<td>ESE 438</td>
<td>Applied Optics</td>
<td>3</td>
</tr>
<tr>
<td>ESE 532</td>
<td>Introduction to Nano-Photonic Devices</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 463</td>
<td>Nanotechnology Concepts and Applications</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 5606</td>
<td>Soft Nanomaterials</td>
<td>3</td>
</tr>
</tbody>
</table>

### Characterization, Structure and Modeling (choose one course):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem 479</td>
<td>Computational Chemistry and Molecular Modeling</td>
<td>3</td>
</tr>
<tr>
<td>Chem 543</td>
<td>Physical Properties of Quantum Nanostructures</td>
<td>3</td>
</tr>
<tr>
<td>Chem 550</td>
<td>Mass Spectrometry</td>
<td>3</td>
</tr>
<tr>
<td>EECE 516</td>
<td>Measurement Techniques for Particle Characterization</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 5602</td>
<td>Non-metallics</td>
<td>3</td>
</tr>
</tbody>
</table>

### MEMS 5603 Materials Characterization Techniques I

### MEMS 5604 Materials Characterization Techniques II

### MEMS 5612 Atomistic Modeling of Materials

**Cleanroom Laboratory/Theory Class (required):**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEMS 5801</td>
<td>Micro-Electro-Mechanical Systems I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Independent Study Project (required):**

Students should sign up for at least **two 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 during the spring semester each year. Before completing the independent study project, students must be registered for the nanoscale science and engineering minor program, and they must have completed at least two of the classes from the above categories. Students can also come up with their own ideas for projects, but these require 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**


Visit the EECE website (https://eece.wustl.edu/undergraduate/programs/Pages/minors.aspx) for more information.

### Mechanical Engineering & Materials Science

#### About 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 as well as in related scientific and engineering fields are available to students.

The MEMS curriculum emphasizes the core principles of mechanics (i.e., 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. During their first, sophomore and early junior years, students are focused on learning fundamental concepts in statics, dynamics, fluid mechanics and thermodynamics. During 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 MEMS students with a strong base in fundamental mathematics, science and engineering. It exposes the students to diverse applications of mechanics and materials, and it provides them with the flexibility to explore creative ideas through undergraduate research and project-based courses.

Mechanical engineering is critical to 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 MEMS 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.

**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) as well as research-based master’s (MS) and doctoral (PhD) degrees. The undergraduate curriculum provides an excellent foundation for graduate study, and a careful selection of electives during 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, whereas the 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) (https://mems.wustl.edu/faculty/Pages/default.aspx?bio=92)
McDonnell Douglas Professor of Engineering
PhD, Stanford University
Aeroelasticity, vibrations, helicopter dynamics and aerodynamics

**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

Guy M. Genin (https://engineering.wustl.edu/Profiles/Pages/Guy-Genin.aspx)
McDonnell Douglas Professor of Engineering
PhD, Harvard University
Solid mechanics, fracture mechanics

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
Professors

Jianjun Guan (https://engineering.wustl.edu/Profiles/Pages/Jianjun-Guan.aspx)
PhD, Zhejiang University
Biomimetic biomaterials synthesis and scaffold fabrication

Srikanth Singamaneni (https://engineering.wustl.edu/Profiles/Pages/Srikanth-Singamaneni.aspx)
PhD, Georgia Institute of Technology
Microstructures of cross-linked polymers

Associate Professors

Spencer P. Lake (https://engineering.wustl.edu/Profiles/Pages/Spencer-Lake.aspx)
PhD, University of Pennsylvania
Soft tissue biomechanics

Jessica E. Wagenseil (https://engineering.wustl.edu/Profiles/Pages/Jessica-Wagenseil.aspx)
DSc, Washington University
Arterial biomechanics

Assistant Professors

Damena D. Agonafer (https://mems.wustl.edu/faculty/Pages/default.aspx?bio=110)
PhD, University of Illinois at Urbana-Champaign
Computational fluid dynamics and computational physics

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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 (https://mems.wustl.edu/faculty/Pages/default.aspx?bio=112)
PhD, University of Illinois at Urbana-Champaign
Thermal fluids

Professors of the Practice

Harold J. Brandon
DSc, Washington University
Energetics, thermal systems

Swami Karunamoorthy (https://mems.wustl.edu/faculty/Pages/Swami-Karunamoorthy.aspx)
DSc, Washington University
Helicopter dynamics, engineering education

Teaching Professor

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PhD, University of Texas at Austin
Thermo fluids

Joint Faculty

Richard L. Axelbaum (EECE) (https://engineering.wustl.edu/Profiles/Pages/Richard-Axelbaum.aspx)
Stifel & Quinette Jens Professor of Environmental Engineering Science
PhD, University of California, Davis
Combustion, nanomaterials

Elliott L. Elson (Biochemistry and Molecular Biophysics) (http://dbbs.wustl.edu/faculty/Pages/faculty_bio.aspx?SID=188)
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) (https://physics.wustl.edu/people/kenneth-f-kelton)
Arthur Holly Compton Professor of Arts & Sciences
PhD, Harvard University
Study and production of titanium-based quasicrystals and related phases

MD, University of Pennsylvania School of Medicine
Neurological surgery

Lori Setton (BME) (https://bme.wustl.edu/faculty/Pages/faculty.aspx?bio=105)
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

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. Sutera
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

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

Adjunct Instructors

Ricardo L. Actis
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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
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Computational fluid dynamics

Dan E. Driemeyer
PhD, University of Illinois
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Propulsion, thermodynamics, fluids

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Richard R. Janis
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Building environmental systems

Dale M. Pitt
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Gary D. Renieri
PhD, Virginia Polytechnic Institute and State University
Structural applications, composite materials

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

Chiamaka Asinugo
MS, Washington University
Mechanical Engr. design

Professor Emeritus

Wallace B. Diboll Jr.
MSME, Rensselaer Polytechnic Institute
Dynamics, vibrations, engineering design
Majors

Please visit the following pages for more information about our undergraduate programs:

- Bachelor of Science in Mechanical Engineering (p. 1057)
- Bachelor of Science in Applied Science (Mechanical Engineering) (p. 1059)

Minors

Please visit the following pages for information about our minors:

- Minor in Aerospace Engineering (p. 1060)
- Minor in Energy Engineering (p. 1044)
- Minor in Environmental Engineering Science (p. 1043)
- Minor in Materials Science & Engineering (p. 1060)
- Minor in Mechanical Engineering (p. 1061)
- Minor in Mechatronics (p. 1062)
- Minor in Nanoscale Science & Engineering (p. 1044)
- Minor in Robotics (p. 1062)

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).

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

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.

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

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

E37 MEMS 201 Numerical Methods and Matrix Algebra
This course provides students with computational tools for solving mechanical, structural, and aerospace engineering problems. An introduction to MATLAB will be presented that will include data input/output, program flow control, functions, and graphics. Topics covered include matrices, determinants, rank, vector spaces, solutions of linear systems, interpolation and curve fitting, numeric differentiation and integration, eigenvalue and initial-value problems, nonlinear equations, and optimization. Each topic will be treated in the context of a typical engineering application. Prerequisite: Math 217.
Credit 3 units. EN: TU

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 2 units. EN: TU

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

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
E37 MEMS 253 Statics and Mechanics of Materials

E37 MEMS 255 Dynamics

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 105 or 111A. Math 132, Physics 197. Credit 3 units. EN: TU

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

E37 MEMS 3110 Machine Elements
This course includes weekly lectures and a bi-weekly lab. Lectures introduce the engineering design process, review stresses and failure theories, and present a variety of machine elements (such as bearings, shafts, gears, belts, springs, etc.) and their governing equations. In lab, students use a commercial CAD package (SolidWorks) to create and constrain models of machine assemblies, analyze stresses in machine components, and create animations to demonstrate machine motion. Course material is presented in the context of a semester-long engineering design problem that culminates in a final group project. Student teams generate their own design concept to embody in CAD and characterize it with engineering and analytical models. Prerequisite: MEMS 253. Corequisite: MEMS 3610. Credit 3 units. EN: BME T, TU

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: BME T, TU

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 319, and MEMS 201 or ESE 318. Credit 3 units. EN: BME T, TU

E37 MEMS 350 Solid Mechanics
A continuation of MEMS 253 containing selected topics in the mechanics of deformable solids, presented at a level intermediate between introductory strength of materials and advanced continuum mechanics. Lectures will discuss elastic and elasto-plastic response, failure criteria, composites, beams, and structural stability as well as provide an introduction of the tensorial formulation of stress and strain and the governing equations of 3D linear elasticity. Mathematical methods from calculus, linear algebra and linear differential equations will be used. Computer problems form a significant part of the class. MEMS 255 not required. Prerequisite: MEMS 253. Corequisite: MEMS 201 or ESE 318. Credit 3 units. EN: BME T, TU

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: BME T, TU

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. Prerequisite: Chem 105 or 111A and 151. Credit 3 units. EN: BME T, TU

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.

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.

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

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: BME T, TU

E37 MEMS 411 Mechanical Engineering Design Project
Student groups work on an open-ended mechanical design problem and finish the semester by presenting a physical prototype and a formal report to an external review board. Groups are guided through the engineering design process by completing a set of project deliverables. The quality of these deliverables provides a basis for evaluation of individual and team performance. This course emphasizes the importance of user-centric design, communication and presentation skill, consideration of real-world constraints, sketching and creativity, prototyping, and data-driven decision making using engineering models and analyses. Prerequisites: MEMS 3110 & MEMS 3420.
Credit 3 units. EN: BME T, TU

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: BME T, TU

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 and MEMS 350.
Credit 3 units. EN: BME T, TU

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: BME T, TU

E37 MEMS 4310 Dynamics and Vibrations
Introduction to the analysis of vibrations in single-degree 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 319, and MEMS 201 or ESE 318.
Credit 3 units. EN: BME T, TU

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

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 will 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, and so on. Prerequisite: none. Students with a background in general physics, chemistry and biology should be able to comprehend the material.
Credit 3 units.

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.
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: BME T, TU

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.

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: BME T, TU

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: BME T, TU

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: BME T, TU

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: BME T, TU

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: BME T, TU

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: BME T, TU

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: BME T, TU

E37 MEMS 5404 Combustion Phenomena
Introduction to fundamental aspects of combustion phenomena, including relevant thermochemistry, fluid mechanics and transport processes, and the coupling between them. Emphasis is on elucidation of the physico-chemical processes, problem formulation and analytic techniques. Topics covered include nonpremixed and premixed flames, deflagrations and detonations, particle combustion, flame extinction, flame synthesis, pollutant formation and methods of remediation. Contemporary topics associated with combustion are discussed throughout. Prerequisites: graduate standing or permission of instructor.
Same as E44 EECE 512
Credit 3 units. EN: BME T, TU

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: BME T, TU

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: BME T, TU

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: BME T, TU

E37 MEMS 5413 Advanced Computational Fluid Dynamics
Credit 3 units. EN: TU

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.

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: BME T, TU

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: BME T, TU

E37 MEMS 5422 Solar Energy Thermal Processes
Fundamentals of radiation heat transfers and solar radiation, including basic terminology, atmospheric scattering and absorption, radiation interactions with surfaces, and selective surfaces. Components, cycles, and materials of concentrating solar power plants, including parabolic trough and solar towers. Overview over thermal storage, other solar thermal technologies and photovoltaics. This course includes a final project. Prerequisite: MEMS 3420 or equivalent.
Credit 3 units. EN: BME T, TU

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: BME T, TU

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: BME T, TU

E37 MEMS 5425 Thermal Management of Electronics
As the demand for higher performance electronics continues its exponential growth, transistor density doubles every 18 to 24 months. Electronic devices with high transistor density generate heat and thus require thermal management to improve reliability and prevent premature failure. Demanding performance specifications result in increased package density, higher
E37 MEMS 5500 Elasticity

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, and two-dimensional continua. Prerequisite: ESE 501/502 or instructor’s permission. Credit 3 units. EN: BME T, TU

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: BME T, TU

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: BME T, TU

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: BME T, TU

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

E37 MEMS 5515 Numerical Simulation in Solid Mechanics I
Solution of 2D and 3D 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. Prerequisites: MEMS 424 Finite Elements or MEMS 5704 Aircraft Structures and MEMS 5500 Elasticity or MEMS 5501 Mechanics of Continua and graduate standing or permission of instructor. Credit 3 units.

E37 MEMS 5516 Numerical Simulation in Solid Mechanics II
Solution of 2D and 3D 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.

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

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: BME T, TU

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.

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: BME T, TU

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

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: BME T, TU

E37 MEMS 5566 Engineering Mechanobiology
Engineering Mechanobiology is a new paradigm for understanding and manipulating the biological function of plants, animals, and their cells. Mechanical force has emerged as a critical component of all biological systems, providing mechanisms to sculpt plants and animals during morphogenesis, to enable cell migration, polarization, proliferation, and differentiation in response to physical changes in the environment, and to modulate the function of single molecules. This course provides a foundation for understanding these factors across plant and animal cells. The course begins with an introduction to plant and animal cell biology and principles of signaling, then progress to an overview of the cell wall and ECM and an introduction to the mechanics and statistical mechanics of solid, viscoelastic, and fibrous continua. The course then focuses on the questions of how do cells feel, how do cells converse with the ECM and wall, and how do cells remember? Prerequisites: undergraduate calculus and physics. Credit 3 units. EN: BME T, TU

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: BME T, TU

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: BME T, TU

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: BME T, TU

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: BME T, TU

E37 MEMS 5605 Mechanical Behavior of Composites
Analysis and mechanics of composite materials. Topics include micromechanics, laminated plate theory, hydothermal 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: BME T, TU
E37 MEMS 5606 Soft Nanomaterials
Soft nanomaterials, which range from self-assembled monolayers (SAMs) to complex 3D polymer structures, are gaining increased attention owing to their broad-range applications. The course introduces the fundamental aspects of nanotechnology pertinent 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, biomoles as nanomaterials and soft lithography.
Credit 3 units. EN: BME T, TU

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: BME T, TU

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 bio-polymers.
Credit 3 units. EN: BME T, TU

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 modeling modeling codes will be used to calculate various material properties. Prerequisites: MEMS 3610 or equivalent or permission of instructor.
Credit 3 units. EN: BME T, TU

E37 MEMS 5613 Biomaterials Processing
Biomaterials with 3D structures are important for tissue regeneration. The goal of this class is to introduce various types of biomaterials and fabrication approaches to create 3D structures. The relationship between material properties, processing methods, and design will be the primary focus. The topics include degradable biomaterials for scaffold fabrication, processing of tissue engineering scaffolds, processing of tissue engineering hydrogels, processing of drug delivery systems, and scaffold surface modification.
Credit 3 units. EN: TU

E37 MEMS 5614 Polymeric Materials Synthesis and Modification
Polymer is a class of widely used material. Polymer performance is highly dependent on its chemical properties. The goal of this class is to introduce methods for the synthesis and modification of polymers with different chemical properties. The topics include free radical polymerization, reversible addition-fragmentation chain transfer polymerization, atom transfer radical polymerization, step growth polymerization, cationic polymerization, anionic polymerization, ring-opening polymerization, and bulk and surface modification of polymers.
Credit 3 units. EN: TU

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: BME T, TU

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: BME T, TU

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 2D 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
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: BME T, TU

E37 MEMS 5706 Aircraft Performance
This course introduces the principles and applications of aerodynamics to determine the performance of typical jet engine and propeller airplanes. The performance calculations include flight conditions of takeoff, climb, level flight, and landing. The topics covered also include range and endurance computation, turning flight, flight envelope, constraint analysis and design process. The knowledge and skill gained in this course can be readily applied in the preliminary design of an airplane. Prerequisite: senior or graduate standing in engineering, or permission of the instructor. Credit 3 units. EN: BME T, TU

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, gyro, 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: BME T, TU

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

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.

E37 MEMS 598 Energy Analysis and Design Project
The Energy Analysis and Design Project is designed to provide mechanical engineering skills in energy applications, renewable energy, and technologies related to energy which can involve heat transfer, thermodynamics, and fluid mechanics. The project topic can be chosen by the student or can be developed by both the student and faculty sponsor. The subsequent research and analysis, conducted under the guidance and direction of the faculty sponsor, results in a final project report that is approved by the faculty sponsor. The course is normally completed over one or two semesters. Recent projects have included: Energy Modeling and Efficiency Improvements: A Comparison of TRACE 700 and eQuest, Analysis of Hydroelectric Power, Optimization of Residential Solar Thermal Heating in the United States, Analysis of Ocean Thermal Energy Conversion Systems, Laboratory Plug Load Analysis and Case Study, Modeling and Optimizing Hydronic Radiant Heating and Cooling Systems using Comsol Multiphysics, CFD Analysis in HVAC Applications, Energy Analysis of Waste Disposal Methods, CFD Analysis of Containment Solutions for Data Center Cooling, Energy Recovery Ventilation, Comparative Study of Green Building Rating Systems, Grid Energy Storage, Protection of Permafrost Under the Qinghai-Tibet Railway by Heat Pipe Technology, Investing in Residential Solar Photovoltaic Systems, How Piping Layout Effects Energy Usage, and Comparison of Building Energy Savings Between China and the United States. Credit variable, maximum 6 units.

E37 MEMS 599 Master’s Research
Credit variable, maximum 6 units.

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 Bachelor of Science in Mechanical Engineering (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.

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 of graduation, graduates of the BSME program are expected to do the following:

• 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**

The Mechanical Engineering program has the following student outcomes that describe what students are expected to know and be able to do by the time of graduation. These relate to the knowledge, skills and behaviors that students acquire as they progress through the program.

The student outcomes of the BSME program are as follows:

• An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
• An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
• An ability to communicate effectively with a range of audiences
• An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts
• An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
• An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
• An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

**Curriculum**

The curriculum is a four-year program leading to the first professional degree, the BSME, 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. It provides critical knowledge in solid mechanics, fluid mechanics, thermodynamics and heat transfer, materials science, dynamics and control, and design. It includes 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 requirement includes 18 units of social science and humanities.

Core courses must be taken for credit (i.e., for a grade). The social science and humanities courses may be taken on a pass/fail basis. The undergraduate program provides the necessary foundations in these areas and the opportunity to specialize in topics of particular interest. Specialization is accomplished via the judicious choice of engineering electives taken as 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 or into research or professional practice.

**Basic Core Courses**

**Humanities, Social Sciences and Writing**

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<tr>
<th>Code</th>
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<tr>
<td>Engr 310</td>
<td>Technical Writing</td>
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<tr>
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<td>Humanities and social sciences (refer to McKelvey School of Engineering degree requirements for details)</td>
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<td>Total Units</td>
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**Mathematics and Computation**

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<tr>
<td>Math 132</td>
<td>Calculus II</td>
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<tr>
<td>Math 233</td>
<td>Calculus III</td>
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</tr>
<tr>
<td>Math 217</td>
<td>Differential Equations</td>
<td>3</td>
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<tr>
<td>ESE 318</td>
<td>Engineering Mathematics A</td>
<td>3</td>
</tr>
<tr>
<td>or MEMS 201</td>
<td>Numerical Methods and Matrix Algebra</td>
<td></td>
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<tr>
<td>ESE 319</td>
<td>Engineering Mathematics B</td>
<td>3</td>
</tr>
<tr>
<td>ESE 326</td>
<td>Probability and Statistics for Engineering</td>
<td>3</td>
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<tr>
<td>CSE 131</td>
<td>Introduction to Computer Science</td>
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**Physical Sciences**

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<tr>
<td>Chem 111A</td>
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<tr>
<td>or Chem 105</td>
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<td>Chem 151</td>
<td>General Chemistry Laboratory I</td>
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<tr>
<td>Physics 191</td>
<td>Physics I</td>
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<td>Physics 191L</td>
<td>Physics I Laboratory</td>
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<tr>
<td>Physics 192 Physics II</td>
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<td>3</td>
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<tr>
<td>Physics 192L Physics II Laboratory</td>
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<td>1</td>
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<tr>
<td>Physical or Life Science (200 level or above natural science course in Biology, Chemistry, Physics, Earth and Planetary Science, or Environmental Studies)</td>
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## Mechanical Engineering

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<tr>
<td>MEMS 1001</td>
<td>Machine Shop Practicum</td>
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<tr>
<td>MEMS 202</td>
<td>Computer-Aided Design</td>
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<tr>
<td>MEMS 205</td>
<td>Mechanics and Materials Science Laboratory</td>
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</tr>
<tr>
<td>MEMS 253</td>
<td>Statics and Mechanics of Materials</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 255</td>
<td>Dynamics</td>
<td>3</td>
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<tr>
<td>MEMS 301</td>
<td>Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 305</td>
<td>Fluid Mechanics and Heat Transfer Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>MEMS 3110</td>
<td>Machine Elements</td>
<td>3</td>
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<tr>
<td>MEMS 3410</td>
<td>Fluid Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 3420</td>
<td>Heat Transfer</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 350</td>
<td>Solid Mechanics</td>
<td>3</td>
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<td>MEMS 3610</td>
<td>Materials Science</td>
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</tr>
<tr>
<td>MEMS 405</td>
<td>Vibrations and Machine Elements Laboratory</td>
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</tr>
<tr>
<td>MEMS 411</td>
<td>Mechanical Engineering Design Project</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 412</td>
<td>Design of Thermal Systems</td>
<td>3</td>
</tr>
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<td>MEMS 4301</td>
<td>Modeling, Simulation and Control</td>
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</tr>
<tr>
<td>MEMS 4310</td>
<td>Dynamics and Vibrations</td>
<td>3</td>
</tr>
<tr>
<td>ESE 230</td>
<td>Introduction to Electrical and Electronic Circuits</td>
<td>4</td>
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<tr>
<td>MEMS senior electives</td>
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<td>Other courses</td>
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## Optional Courses

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<tbody>
<tr>
<td>MEMS 1003</td>
<td>Mechanical Engineering Design and Build</td>
<td>1</td>
</tr>
<tr>
<td>MEMS 101</td>
<td>Introduction to Mechanical Engineering and Mechanical Design</td>
<td>2</td>
</tr>
</tbody>
</table>

## 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 Bachelor of Science in Mechanical Engineering (BSME) degree program. Students who do not desire to become licensed engineers but who seek to acquire analytical engineering thinking skills may choose to pursue this program. The added degree flexibility allows these students to pursue additional second majors and/or minors and to increase their ability to participate in programs such as study abroad. 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 Bachelor of Science in Applied Science is a nonprofessional degree; it 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 as follows:

- 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 McKelvey School of Engineering English composition requirement
- Satisfy the McKelvey School of Engineering humanities and social sciences requirement
- Satisfy the residency requirement of 30 units of 200-level or higher engineering courses
- Earn at least a 2.0 cumulative grade-point average in all applicable courses taken at Washington University
- Earn at least a 2.0 cumulative GPA in all engineering courses

### 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 MEMS makes it possible to obtain an accredited Bachelor of Science while simultaneously meeting 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; 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...
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 Minors webpage (http://mems.wustl.edu/undergraduate/programs/Pages/minors.aspx#aerospace).

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, the term engineering refers to 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 material's structure (from the subatomic level 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 knowledge of the underlying chemistry and physics; this 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

Units required: 17

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>3 required courses</td>
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<tr>
<td>2 courses from specialization &quot;pick lists&quot;</td>
<td>6</td>
</tr>
<tr>
<td>1 free elective</td>
<td>3</td>
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<td><strong>Total</strong></td>
<td><strong>17</strong></td>
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Required courses*:

<table>
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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>Chem 111A</td>
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<td>Chem 151</td>
<td>General Chemistry Laboratory I</td>
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</table>
MEMS 3610 Materials Science 3
or EECE 305 Materials Science 3
Total Units 8

* 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 two courses from any one of the following categories.

**Structural Materials:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEMS 3601</td>
<td>Materials Engineering</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 5506</td>
<td>Experimental Methods in Solid Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 5507</td>
<td>Fatigue and Fracture Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 5560/</td>
<td>Interfaces and Attachments in Natural and Engineered Structures</td>
<td>3</td>
</tr>
<tr>
<td>BME 4904</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEMS 5601</td>
<td>Mechanical Behavior of Materials</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 5602</td>
<td>Non-metallics</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 5605</td>
<td>Mechanical Behavior of Composites</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electronic/Optical Materials:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>L07 Chem 542</td>
<td>Special Topics in Inorganic Chemistry (The Chemistry of Energy Storage)</td>
<td>3</td>
</tr>
<tr>
<td>L07 Chem 543</td>
<td>Physical Properties of Quantum Nanostructures</td>
<td>3</td>
</tr>
<tr>
<td>ESE 336</td>
<td>Principles of Electronic Devices</td>
<td>3</td>
</tr>
<tr>
<td>ESE 531</td>
<td>Nano and Micro Photonics</td>
<td>3</td>
</tr>
<tr>
<td>ESE 536</td>
<td>Introduction to Quantum Optics</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 463</td>
<td>Nanotechnology Concepts and Applications</td>
<td>3</td>
</tr>
<tr>
<td>Physics 472</td>
<td>Solid State Physics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Biomaterials/Soft Materials:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BME 523</td>
<td>Biomaterials Science</td>
<td>3</td>
</tr>
<tr>
<td>EECE 596</td>
<td>Computational Chemistry of Molecular and Nanoscale Systems</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 5560/</td>
<td>Interfaces and Attachments in Natural and Engineered Structures</td>
<td>3</td>
</tr>
<tr>
<td>BME 4904</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEMS 5606</td>
<td>Soft Nanomaterials</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 5607</td>
<td>Introduction to Polymer Blends and Composites</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 5608</td>
<td>Introduction to Polymer Science and Engineering</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 5613</td>
<td>Biomaterials Processing</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 5614</td>
<td>Polymeric Materials Synthesis and Modification</td>
<td>3</td>
</tr>
</tbody>
</table>

**Materials for Energy and Environmental Technologies:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>L07 Chem 542</td>
<td>Special Topics in Inorganic Chemistry (The Chemistry of Energy Storage)</td>
<td>3</td>
</tr>
<tr>
<td>EECE 504</td>
<td>Aerosol Science and Technology</td>
<td>3</td>
</tr>
<tr>
<td>EECE 505</td>
<td>Aquatic Chemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

**Natural Materials:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSc 336</td>
<td>Minerals and Rocks in the Environment</td>
<td>3</td>
</tr>
<tr>
<td>EPSc 352</td>
<td>Earth Materials</td>
<td>5</td>
</tr>
</tbody>
</table>

**Free Electives**

To complete the minor, students may select one additional course from the categories above or from the list of courses below:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem 465</td>
<td>Solid-State and Materials Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 4101</td>
<td>Manufacturing Processes</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 5102</td>
<td>Materials Selection in Design</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 5603</td>
<td>Materials Characterization Techniques I</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 5604</td>
<td>Materials Characterization Techniques II</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 5612</td>
<td>Atomistic Modeling of Materials</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 5801</td>
<td>Micro-Electro-Mechanical Systems I</td>
<td>3</td>
</tr>
<tr>
<td>Physics 217</td>
<td>Introduction to Quantum Physics</td>
<td>3</td>
</tr>
<tr>
<td>Physics 318</td>
<td>Introduction to Quantum Physics II</td>
<td>3</td>
</tr>
<tr>
<td>L31 Physics 537</td>
<td>Kinetics of Materials</td>
<td>3</td>
</tr>
</tbody>
</table>

For more information, email Professor Katharine Flores (floresk@wustl.edu), adviser for the minor in materials science and engineering (MEMS).

**The Minor in Mechanical Engineering**

The minor in mechanical engineering complements a major 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:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEMS 253</td>
<td>Statics and Mechanics of Materials</td>
<td>3</td>
</tr>
<tr>
<td>or BME 240</td>
<td>Biomechanics</td>
<td></td>
</tr>
<tr>
<td>MEMS 255</td>
<td>Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>or Physics 411</td>
<td>Mechanics</td>
<td></td>
</tr>
<tr>
<td>MEMS 350</td>
<td>Solid Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Three electives from the following list:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEMS 301</td>
<td>Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>or BME 320B</td>
<td>Bioengineering Thermodynamics</td>
<td></td>
</tr>
<tr>
<td>MEMS 3110</td>
<td>Machine Elements</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 3410</td>
<td>Fluid Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 3610</td>
<td>Materials Science</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 4310</td>
<td>Dynamics and Vibrations</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

To find out more about this minor, contact the department chair or the adviser for the minor in mechanical engineering or visit the Minors webpage (http://mems.wustl.edu/undergraduate/programs/Pages/minors.aspx#mechanical).

**The Minor in Mechatronics**

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:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEMS 255</td>
<td>Dynamics (Dynamics)</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 411</td>
<td>Mechanical Engineering Design</td>
<td>3</td>
</tr>
<tr>
<td>ESE 444</td>
<td>Sensors and Actuators</td>
<td>3</td>
</tr>
<tr>
<td>ESE 446</td>
<td>Robotics: Dynamics and Control</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Two electives from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEMS 4301</td>
<td>Modeling, Simulation and Control</td>
<td>3</td>
</tr>
<tr>
<td>or ESE 441</td>
<td>Control Systems</td>
<td></td>
</tr>
<tr>
<td>MEMS 4310</td>
<td>Dynamics and Vibrations</td>
<td>3</td>
</tr>
<tr>
<td>ESE 337</td>
<td>Electronic Devices and Circuits</td>
<td>3</td>
</tr>
<tr>
<td>ESE 482</td>
<td>Digital Signal Processing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Prerequisite:**

Basic programming course: CSE 131 Introduction to Computer Science

For more information, contact the director of the minor, Dennis Mell (https://ese.wustl.edu/faculty/Pages/faculty.aspx?bio=150).

**The Minor in Robotics**

Robotic systems have a wide range of applications in modern technology and manufacturing. Robots can vary in complexity and use, from the microrobots used for surgical procedures to the moderate-size robots common in manufacturing and undersea exploration to the macrorobots used for the 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 the design and use of robots.

**Units required:** 18

**Prerequisites:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 217</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>Physics 197</td>
<td>Physics I</td>
<td>4</td>
</tr>
</tbody>
</table>
Physics 198          Physics II          4
CSE 131           Introduction to Computer Science  3

Required courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEMS 255</td>
<td>Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>ESE 351</td>
<td>Signals and Systems or MEMS 4310</td>
<td>3</td>
</tr>
<tr>
<td>ESE 446</td>
<td>Robotics: Dynamics and Control</td>
<td>3</td>
</tr>
<tr>
<td>ESE 447</td>
<td>Robotics Laboratory</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Units</td>
<td>12</td>
</tr>
</tbody>
</table>

Two additional courses must be chosen with the approval of the director of the program for a minor in robotics. Suggested courses are as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSE 417T</td>
<td>Introduction to Machine Learning</td>
<td>3</td>
</tr>
<tr>
<td>CSE 452A</td>
<td>Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td>CSE 546T</td>
<td>Computational Geometry</td>
<td>3</td>
</tr>
<tr>
<td>ESE 407</td>
<td>Analysis and Simulation of Discrete Event Systems</td>
<td>3</td>
</tr>
<tr>
<td>ESE 435</td>
<td>Electrical Energy Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>ESE 441</td>
<td>Control Systems</td>
<td>3</td>
</tr>
<tr>
<td>or MEMS 4301</td>
<td>Modeling, Simulation and Control</td>
<td>3</td>
</tr>
<tr>
<td>MEMS 3110</td>
<td>Machine Elements</td>
<td>3</td>
</tr>
</tbody>
</table>

For more information, contact the director of the minor, Dennis Mell (https://ese.wustl.edu/faculty/Pages/faculty.aspx?bio=150).

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). In addition to being the first undergraduate engineering degrees offered in a public/private partnership, these 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, which consists 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 McKelvey School of Engineering 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

Haiyan Cai
PhD, University of Maryland

Associate Director of Advising and Student Services

Mary E. McManus
MEd, University of Missouri-St. Louis

Degree Requirements

Undergraduate Bachelor of Science (BS) degrees awarded by the McKelvey School of Engineering include two categories: engineering/computer science degrees and applied science degrees.

Engineering/computer science degrees include the following:

- BS in Biomedical Engineering
- BS in Business and Computer Science
- BS in Chemical Engineering
- BS in Computer Engineering
- BS in Computer Science
- BS in Computer Science + Mathematics
• BS in Computer Science + Economics
• BS in Electrical Engineering
• BS in Environmental Engineering
• BS in Mechanical Engineering
• BS in Systems Science & Engineering

Applied science degrees include the following:
• 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 the BS in Biomedical Engineering, BS in Chemical Engineering, BS in Computer Engineering, BS in Electrical Engineering, BS in Mechanical Engineering, or 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 and Math 233)
   b. Physics I (Physics 191) and Physics II (Physics 192)
   c. Chemistry (Chem 111A or Chem 105 and Chem 151)
      Note 1: Some programs also require Chem 112A or Chem 106 and Chem 152.
      Note 2: The BS in Computer Engineering program permits alternate science courses to satisfy this requirement.
      Note 3: Chem 111A is required for Biomedical Engineering students; Chem 151 is required with Chem 111A and Chem 105.
   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 the 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, BS in Computer Science + Mathematics, or BS in Computer Science + Economics, 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 units 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 below.

Note: Diplomas for Applied Science degrees state “Bachelor of Science” and do not indicate the major on the diploma. The major (e.g., Chemical Engineering) is posted on the official transcript.

All Undergraduate Degrees
To earn any undergraduate degree in the McKelvey School of Engineering, a student must accomplish all of 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) GPA 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 McKelvey School of Engineering 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 McKelvey School of Engineering may be earned by the same student.
5. Complete the English proficiency requirement as well as the humanities and social sciences requirement of the McKelvey School of Engineering.
English Proficiency Requirement

Every student must demonstrate proficiency in the reading and writing of the English language. Students are considered proficient if they have earned a 5 on the Advanced Placement (AP) English Language or Literature Examination of the College Board. First-year Engineering students who have not earned a 5 on the AP English exam are given an opportunity to take a writing placement exam during the summer before they arrive to campus. Proficiency can be demonstrated by satisfactory performance on this writing placement exam administered by the McKelvey School of Engineering. Waivers of the English proficiency requirement via AP scores or the writing placement exam do not carry degree credit.

Students who do not demonstrate satisfactory proficiency via AP scores or on the writing placement exam are required to enroll in a 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 one of the themed college writin courses (https://collegewriting.wustl.edu/themed-course-options) developed by the College Writing Program (https://collegewriting.wustl.edu). Courses taken at other institutions to satisfy the English proficiency requirement must be approved by the school's English proficiency coordinator. If the course is so approved, the student must pass with a grade of C- or better.

Before enrolling in one of the College Writing Program themed courses, some students may be required to complete CWP 1511 Critical Reading and Analytical Writing, CWP 1001 Fundamentals of Academic Writing or CWP 200 Writing Tutorial.

Courses taken at other institutions to satisfy the English proficiency requirement must be approved by the school's English proficiency coordinator. If the course is so approved, the student must pass with a grade of C- or better.

Humanities and Social Sciences Requirement

To earn any bachelor's degree from the McKelvey School of Engineering, 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 courses: 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) and Business (http://registrar.seas.wustl.edu/EVALS/evals.asp?school=WASHINGTON%20UNIV-OLIN%20COURSES%20Reviewed-H/SS/EN%20Topics). In general, most 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. Some upper-level art courses are open only to students with an open art program.

Transfer courses must be approved through Engineering Undergraduate 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 (i.e., 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.

Advanced Placement (AP) credit and International Baccalaureate (IB) credit approved through Engineering Undergraduate Student Services may be used to satisfy all or part of the breadth requirement (i.e., the humanities 6-unit requirement and/or the social science 6-unit requirement); however, AP and IB credit may not be used to satisfy the 18 minimum units needed to satisfy the school's overall humanities and social sciences requirement. Students may individually petition Engineering Undergraduate Student Services to have their AP or IB credit counted toward the humanities 6-unit requirement and/or the social sciences 6-unit requirement. Petitions will be reviewed to determine if they conform to guidelines established for awarding humanities and social sciences credit. Guidelines are approved by the Engineering Undergraduate Studies Committee.

Engineering Topics Units

Bachelor 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 three-eighths 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 the Course Listings (https://courses.wustl.edu/Semester/Listing.aspx) with the EN: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 basic sciences, 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 on the discipline. Although it is recognized that some subject areas may be taught from the standpoint of either basic sciences or engineering sciences, the ultimate determination of the engineering science content is based on 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 of the major disciplinary area.

ABET Mathematics and Basic Science Requirement

Bachelor degree programs accredited by the Engineering Accreditation Commission of ABET (http://www.abet.org) require that the program require a minimum of one year of a combination of college-level mathematics and basic sciences (some with experimental experience) appropriate to the discipline. The basic sciences are defined as biology, chemistry and physics.

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. 6) 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 McKelvey School of Engineering as an undergraduate student seeking a degree.
- When a student has left the university and wishes to complete course work at another university to then transfer back and graduate from the McKelvey School of Engineering and when 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 that the student intends to complete and transfer back to the McKelvey School of Engineering must be approved by the 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 first-year, 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. For a student to be eligible for the fall Dean's List, all final grades must be posted by the first day of the spring semester. For the spring semester, all final grades must be posted by the beginning of Summer Session II for a student to be considered.

Latin Honors: For students graduating with undergraduate engineering degrees, Latin Honors from the school will be awarded based on the cumulative Washington University GPA. In June, the GPA cutoffs used to select Latin Honors for the upcoming year will be assigned by calculating cumulative averages from the three most recent graduation years. For the
upcoming graduating class, the three-year average of the top 10 percent will determine which students are awarded summa cum laude; the three-year average of the next top 10 percent will determine which students are awarded magna cum laude; and the three-year average of the next top 10 percent will determine which students are awarded cum laude. Latin Honors will be awarded to students whose cumulative GPAs at time of graduation meet the predefined three-year average GPA cutoffs, which are determined in June of the prior year.

Valedictorians: Valedictorians are selected from graduating seniors who entered as first-years (not transfer students). Candidates must have earned a 4.0 cumulative GPA at Washington University with no repeated courses.

**Academic Regulations**

**Attendance**

Each professor in the McKelvey School of Engineering 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>P#</td>
<td>Pass</td>
</tr>
<tr>
<td>F#</td>
<td>Failing</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>I</td>
<td>Course work incomplete</td>
</tr>
<tr>
<td>X</td>
<td>No final exam taken</td>
</tr>
</tbody>
</table>

Note that T courses taken by engineering undergraduate students will not count toward graduation requirements. Physical Education (L28) courses will count toward earned units, but the grade will not be calculated in the grade-point average. Please see the University College Courses (p. 1070) section below for information regarding undergraduate enrollment in University College courses.

**Auditing a Course**

A student may register for a specific course as an auditor. The criteria for a successful audit are determined by the course instructor, and the student should work with the instructor to ensure that these criteria are understood. Generally speaking, the 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 GPA, 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 a grade of 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 another 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 that a student is in residence. On failure to make up for an X or I grade, 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.

A student should initiate the request for an incomplete grade, and such request should be made by the last class meeting. Incomplete grades should be issued only when there is an agreement in place with the student as to the nature of the outstanding work and the timeline for completion. It is the student's responsibility to be in communication with the instructor regarding these details.

A student should not re-enroll in a class to complete an I grade. Enrolling in the class a second time invokes the Retake Policy.
Pass/Fail Option

All undergraduate engineering students are eligible to register each semester for up to 6 units with the pass/fail option, for 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 with this option, including courses in other divisions of the university but that are 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 any courses (either required or elective) to be taken with the pass/fail option. Graduate courses taken on a 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.

It is the student's responsibility to discuss with the faculty member what constitutes a pass in a particular course. Although the general pass mark is a C-, instructors have the discretion to set the pass mark higher in their course(s).

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 GPA.

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.

Course Retake Policy

If an engineering student repeats a course at Washington University, only the second grade is included in the calculation of the GPA. 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., as a 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 GPA, nor will the transfer course grade figure into the GPA. 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 does not improve their academic record after a reasonable time, probation is followed by suspension.

Academic probation represents a warning that things are not going well academically. Students placed on academic probation may continue to stay enrolled in their degree programs, but they are required to meet with their advisers to discuss what they might do to improve their grades.

Academic suspension represents being dismissed from the school. Students placed on academic suspension are not eligible to enroll or continue their degree programs; however, suspended students may apply for re-enrollment at a future time. Students in this situation will need to show that they have successfully completed challenging full-time course work at a different institution (generally, for at least one year), that they have been employed in a full-time position (generally, for at least one year), or a combination of the two (i.e., they have been both in school and working). There is no guarantee that students who have been suspended will be allowed to return.

The regulations governing probation and suspension are as follows:

1. At the close of each semester, each student's semester GPA is computed as the total grade points earned during the semester divided by the total credit units attempted. At the same time, the cumulative GPA 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 Units and Grades (p. 1067). 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 GPAs are reviewed. If either is below 2.0, the probation rules stated below apply, and the student is notified of any academic probation or suspension 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.
Position.

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 an email notification 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 an email notification of this action.

Special Academic Probation

Special Academic Probation means that a student was eligible for suspension but was not suspended. Students placed on Special Academic Probation status are sent an email notification of this action.

Academic Suspension

The third time a student qualifies for probation, becomes eligible for probation for the second semester in a row, fails the same course twice, or was enrolled in credit courses and earns no degree credit at the end of a semester, they are eligible for suspension from the university. Students placed on academic suspension status are sent a letter informing them of the suspension action and will have a notation placed on their record. Students who wish to appeal are instructed to prepare a written statement that informs the Academic Standards Committee of the decision to appeal; they also must explain why the unsatisfactory academic performance occurred and, if they are allowed to return, what they would do differently. 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 Undergraduate 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 allowed to enroll in classes. If the appeal is unsuccessful, the student's program will be closed and the student will be dropped from any course registrations for the next semester. 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 McKelvey School of Engineering.

4. A student who is suspended may, if they desire to continue, present a written statement setting forth reasons why they believe 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 Suspension Rules

Probation follows any semester during which either the student’s semester or cumulative GPA is less than 2.0, the student has three I (incomplete) grades at the end of the semester, or the student drops below full-time student status and is not achieving adequate progress toward the degree.

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 Undergraduate 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. The student must prepare a written statement with two sections. In the first section, the student will provide a clear explanation of the circumstances that caused the grades received the previous semester. In the second section, the student will describe their plan to improve their 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. The student must meet with the four-year adviser at the scheduled date and time. The meeting is designed for the student to determine whether they are receiving appropriate and adequate 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, suspension may follow the next time the student is eligible for probation.

Suspension may result if a student becomes eligible for probation during two sequential semesters.

Suspension may result if any course is failed twice.

Suspension may result if a student was enrolled in credit courses and earns no degree credit at the end of a semester.
Satisfactory Academic Progress and Title IV Financial Aid

Federal regulations require that students receiving federal Title IV financial aid maintain satisfactory academic progress. Satisfactory academic progress is evaluated annually at the end of the spring semester. In order to be considered to be maintaining satisfactory academic progress and thus be eligible for federal financial aid, a student must maintain minimum requirements for cumulative GPA (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 Undergraduate Student Services and, barring an approved appeal, are ineligible for aid for future semesters.

Additional information about Satisfactory Academic Progress (https://sfs.wustl.edu/resources/Pages/Satisfactory-Academic-Progress.aspx) is available from Student Financial Services.

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 first-year students, this status is allowed after their eighth semester. For dual-degree students, part-time status is allowed after the fourth semester. (Note: Summer semesters are not counted as academic semesters.) 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 they are taking 6 or more units; students are charged full tuition if enrolled in 1 to 21 units.

Leaves of Absence

Engineering students may petition to take a leave of absence. For 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 McKelvey School of Engineering 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 Habif Health and Wellness Center submitted to the appropriate dean in the McKelvey School of Engineering 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 Habif Health and Wellness Center 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 McKelvey School of Engineering 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 the Academic Integrity policy. The transfer course approval process (http://engineering.wustl.edu/current-students/student-services/Pages/transfer-course-credit.aspx) is outlined on the McKelvey School of Engineering website.

University College Courses

Engineering students may only enroll in a limited number of University College courses that have been approved 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 the students’ GPAs. Approved courses must be taken for a 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 the following:

- U29 Bio 204 Nutrition
- U29 Bio 322 Introduction to Anatomy and Physiology I
- U29 Bio 323 Introduction to Anatomy and Physiology II (With Lab)
- U29 Bio 406 Introduction to Biochemistry
- U29 Bio 4170 Endocrine Physiology
- U29 Bio 4241 Immunology

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 McKelvey School of Engineering who takes an ROTC course will have the course name, number, credit units and grade entered on their official transcript. If the course
is numbered 100 through 299, the course's units and grade will not apply toward the student's degree requirements; if the course is numbered 300 through 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 GPAs. Credit may be awarded for no more than one course per semester, for a maximum of 16 units.

Course descriptions for Air Force ROTC and Army ROTC (p. 1080) can be found in the appropriate sections of this Bulletin.

Physical Education

Students in the McKelvey School of Engineering may enroll in physical education courses, and the units will count toward the 120 units needed for graduation. The grades will not be calculated in the students' GPAs.

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
314-935-6070

Department of Mechanical Engineering & Materials Science
314-935-6047

Engineering Information Technology
314-935-5097

Engineering Undergraduate Student Services
314-935-6100

Engineering Graduate Student Services
314-935-5830

Sever Institute
314-935-5484

Majors (directory)

Below is a list of majors offered by the McKelvey School of Engineering. Visit the following sections of this Bulletin for 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. 1043)
- Applied Science (Electrical Engineering) (p. 1025)
- Applied Science (Mechanical Engineering) (p. 1059)
- Applied Science (Systems Science & Engineering) (p. 1026)
- Biomedical Engineering (p. 972)
- Business and Computer Science (p. 1002)
- Chemical Engineering (p. 1039)
- Computer Engineering (p. 999)
- Computer Science (p. 1000)
- Computer Science + Economics (p. 1001)
- Computer Science + Math (p. 1002)
- Double Majors and the Pre-Medical Program (EECE) (p. 1043)
- Electrical Engineering (p. 1021)
- Environmental Engineering (p. 1041)
- Individually Designed Major (p. 965)
- Mechanical Engineering (p. 1057)
- Systems Science & Engineering (p. 1023)
- Second Major in Computer Science (p. 1004)
- Second Major in Electrical Engineering Science (p. 1026)
- Second Major in Financial Engineering (p. 1027)
- Second Major in Systems Science (p. 1027)

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 McKelvey School of Engineering. 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 McKelvey School of Engineering. Visit the following sections of this Bulletin for 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. 1060)
- Applied Physics & Electrical Engineering (p. 1028)
- Bioinformatics (p. 1005)
- Computer Science (p. 1005)
• Electrical Engineering (p. 1029)
• Energy Engineering (p. 1044)
• Environmental Engineering Science (p. 1043)
• Materials Science & Engineering (p. 1060)
• Mechanical Engineering (p. 1061)
• Mechatronics (p. 1029)
• Nanoscale Science & Engineering (p. 1044)
• Robotics (p. 1030)
• Systems Science & Engineering (p. 1030)
Beyond Boundaries Program

Students accepted into the Beyond Boundaries Program will have opportunities to explore topics — from climate change to aging to creativity — from multiple disciplinary perspectives. This two-year program, with the option to continue for two more years, equips students to make a difference in a complicated world. By allowing students to enter Washington University unaffiliated with any one school (for their first year), the program allows them to address challenges that do not reside within the territory of a single discipline.

Beyond Boundaries is a framework of classes and resources that allows students to understand issues in an interdisciplinary way. Faculty from the School of Medicine, Olin Business School, Brown School, School of Law, McKelvey School of Engineering, Sam Fox School of Design & Visual Arts, and Arts & Sciences collaborate in the Beyond Boundaries Program to produce an interdisciplinary curriculum rich with possibilities for students with interests that do not fit within the confines of traditional subject matter.

Beyond Boundaries aims to bring a student’s different interests into conversation with each other in order to approach the big social and intellectual problems of tomorrow. This is a different approach than having two majors, which indicates an interest in two separate fields of study. Many students in the program may have two majors, but this is not a requirement of the program.

Requirements

Beyond Boundaries spans the first two years of a student’s time at Washington University, with the option to continue into the third and fourth years. At the beginning of their second year, Beyond Boundaries students matriculate into their chosen school and declare a major during the spring semester.

- Students who participate in both the first and second years of the Beyond Boundaries Program will receive a milestone notation on their transcripts.
- Students who complete years three and four of the program, regardless of whether they entered during their first or third year, will receive a milestone notation on their transcripts.
- Those who complete all four years of the program will receive an Interdisciplinary Certificate upon graduation.

The curriculum (http://bulletin.wustl.edu/undergrad/interdisciplinaryopportunities/beyondboundaries/#curriculum) of years one and two includes College Writing, multiple Beyond Boundaries courses (http://bulletin.wustl.edu/undergrad/interdisciplinaryopportunities/beyondboundaries/#courses), a first-year 1-credit seminar (fall semester for Beyond Boundaries students only), a first-year course in collaborative problem-solving (spring semester for Beyond Boundaries students only), and a host of lectures, seminars and community-building events (https://beyondboundaries.wustl.edu/calendar) that count toward program requirements.

Students participating in Beyond Boundaries can still complete their graduation requirements in four years.

Who Should Apply

Students who are talented, self-initiated and self-motivated and who wish to pursue their own broad interdisciplinary interests through a unique education experience that requires collaboration across academic disciplines and perspectives should consider applying to this program (https://beyondboundaries.wustl.edu/apply).

Who Should Not Apply

Students interested in pursuing degrees in biomedical engineering and chemical engineering may not be able to participate in the program due to specific track-based requirements.

These students are invited to apply for year three of the Beyond Boundaries Program, which spans the student’s third and fourth years and includes a fourth-year capstone experience.

Contact: Simone Picker
Phone: 314-935-8874
Email: simonepicker@wustl.edu
Website: http://beyondboundaries.wustl.edu

Curriculum

Year One (13 required credits)

Year one requirements include an introductory sequence that teaches writing, the framework of interdisciplinary study, and collaborative problem-solving as well as multiple Beyond Boundaries courses.

- College Writing (3 credits; fall)
- Beyond Boundaries seminar (1 credit, Beyond Boundaries students only; fall)
- First-year Bear Bridge course (3 credits, Beyond Boundaries students only; spring)
- Beyond Boundaries courses (3 credits each semester for 6 credits total; fall and spring)

Year Two (point-based system)

During their second year, students will matriculate into their chosen school and declare a major in the spring, as is typical of undergraduate students. Beyond Boundaries students will take a majority of their classes within their academic division during their second year, but they will also be involved in the second year of the program, which involves a less-structured
curriculum to ensure that they are able to fulfill their major and school-specific requirements.

Components of year two will include several selections from the following options:
- Interdisciplinary courses (within the student's chosen school)
- Weekend topic-based problem-solving seminars
- Co-curricular service opportunities
- Lecture series (university-wide offerings that include prominent scholars, businesspersons and advocates)
- Spring-break opportunities
- Networking and community-building events
- Discussion participation (as part of interdisciplinary lectures on campus)

These various opportunities are designed to allow students the flexibility to achieve their academic and co-curricular goals outside of the program while keeping them connected to the program community.

Students who complete years one and two of the Beyond Boundaries Program receive a milestone notation on their transcript. Students may opt to continue this program into their third and fourth years.

Students accepted into the Beyond Boundaries Program prior to matriculation at Washington University can automatically continue into years three and four of the program.

**Year Three (point-based system)**

Year three will also be open to incoming third-year students who did not start their time at Washington University as a part of the Beyond Boundaries Program. These students must apply to join the program at this point, and they will be selected for participation based on their demonstrated interest in interdisciplinary study and problem-solving.

Year three is flexible, and it is similar to year two with its requirement-based system. Students can fulfill these requirements through a combination of multiple selections from the following options:
- Upper-level interdisciplinary course work
- Select courses in the graduate and professional schools
- Co-curricular service and community-building activities
- Meaningful study-abroad opportunities

The program offers students exposure to information about career and educational paths that they may be interested in pursuing after graduation.

**Year Four**

Year four of the Beyond Boundaries Program involves an interdisciplinary or collaborative capstone project that will be co-advised by two faculty members. This allows students to offer multidisciplinary perspectives on their work and to benefit from close faculty mentorship.

**Courses**

**Year One Courses for Beyond Boundaries Students**

**Beyond Boundaries Seminar (1 credit)**

Led by Beyond Boundaries Program Director Rob Morgan and Special Assistant to the Provost Jill Stratton, this course will cover selected relevant topics, including interdisciplinary projects and lectures, collaboration, ideation exercises and college student development. It is an interactive seminar in which each program participant will participate in prototyping futures, mind-mapping, salon-type discussions, dialogue, reflection and related activities. There will be opportunities to meet and hear from faculty representing all seven schools at Washington University. The knowledge gained is designed to contribute to academic success, personal development, and a more rewarding social and academic experience over the course of the college experience. This is a pass/fail course, and students will earn 1 credit for it during the fall semester.

**College Writing (3 credits)**

During the fall semester, students will take a 3-unit common College Writing course. This course will focus on basic writing skills and communication across disciplines, and it will meet three days per week. The course will be taught by a faculty member of the program in sections of 12 students. It will include various contributions from faculty in other departments and from across divisions through lecture series, class visits, panels and interviews. The courses will be grouped into eight themes — Citizen Scientist, Dreams & Nightmares, Writing Identity, Literature & Justice, Place & Perspective, Power & Commodity Culture, Writing Technology, and When I’m 64 — into which students will self-select.

**First-Year Bear Bridge Courses (3 credits)**

In the spring semester, students in the Beyond Boundaries cohort have the opportunity to apply their interdisciplinary knowledge to important social and intellectual questions via one of two Bear Bridge courses.

Bear Bridge courses are intended to do the following:
- Apply knowledge and experience from team-taught Beyond Boundaries courses in a project-based, applied context.
- Reinforce cohort experiences within the Beyond Boundaries program. Students enrolled in the Beyond Boundaries program will have additional curricular and co-curricular cohort-building, and Bear Bridge courses will reinforce these connections.
• Prepare students for ongoing interdisciplinary approaches during their following three years on campus. Bear Bridge courses offer students a set of tools that can be used to apply interdisciplinary approaches, including informing their choice of major, their approach to their capstone project, and their self-identity as a scholar.

**Bear Bridge: Empathy First: Creating Solutions with Heart**
Decisions that impact the daily lives of people are often made without consideration of the lived experience of those being affected, often resulting in harm and eroded trust. Empathy is a critical tool for understanding the lived experience of others and for creating improved quality of life for all people. This class will introduce the integration of empathy into decisions through the methods, processes and approaches used in design and social work. Students will examine how empathy is incorporated into the development and implementation of new solutions to complex problems through conversations with experts in health, law and business; community-based team projects; and reflection and discussion. Course activities will build cohort connections.

**Bear Bridge: Law, Race, and Design: Examining the St. Louis Story**
This interdisciplinary course focuses on the intersection of law and race in St. Louis. From Dred Scott to Ferguson, St. Louis has served as a focal point for some of the most important issues in our country’s long and still unfinished work toward racial equality. The law has played an important role in these developments; judicial opinions, city ordinances and commission reports have shaped how we understand questions of race and equality. But the law is not simply the written word: it involves people, practices, places, and the stories we tell about them. How we communicate our stories ultimately affects how we understand those stories and how we understand ourselves. This course situates the law within such stories and equips students to communicate those stories in ways that draw from a range of methodological tools. Using human-centered design, students will be challenged to connect the words of legal documents with the experiences of those whose lives are situated by them.

**Beyond Boundaries Courses (3 credits each semester for 6 credits total)**
In addition to the 7-credit introductory series listed above, first-year students in the Beyond Boundaries Program will be required to complete two Beyond Boundaries courses (one in the fall and one in the spring).

Beyond Boundaries courses, which are funded by the Office of the Provost, are designed to prepare students for a rapidly evolving world characterized by social, political, scientific and economic problems that cannot be solved using knowledge from a single discipline. These courses are team-taught by faculty from different schools across Washington University, and they offer a window into how scholars from different disciplines approach big, critical topics like our aging population, the nature of creativity, the phenomenon of climate change and the evolving art of medicine.

These courses will offer students in the Beyond Boundaries program tangible examples from interdisciplinary approaches to these topics, including those of faculty from across schools participating in collaborative exploration. Some courses within the different schools that have been predesignated by the faculty lead team as meeting the requirements of interdisciplinary courses may also count toward this requirement during the spring semester.

**Beyond Boundaries: Earth’s Future: Causes and Consequences of Global Climate Change (fall)**
Earth’s Future: Causes and Consequences of Global Climate Change examines the following: (1) the physical basis for climate change; (2) how climates are changing and how we know and assess that climates are changing; and (3) the effects of climate change on natural and human systems. The course is team-taught and will involve participation by scholars across the university with expertise in specific subjects. This is a broad, introductory course for first-year students and presumes no special subject matter knowledge on the part of the student. For first-year and non-transfer students only. Credit 3 units.

**Beyond Boundaries: When I’m 64: Transforming Your Future (fall)**
Whether you know it or not, you are living in the midst of a revolution — a revolution that is going to change your personal and professional lives. Although old age may seem a long way off, you will likely live to age 80 or beyond, with a 50% chance of seeing your 100th birthday. The demographic revolution you are going to live through will change the health care you receive, the house you live in, the car you drive, the jobs you do, and the relationships you have. This class will give you a competitive edge in understanding how you can harness what is happening to shape your career and lifestyle. In class, you will be introduced to leaders and ideas from many fields — medicine, engineering, architecture, public health, social work, law, business, art and psychology — that are focused on the issues of our aging society. There will also be opportunities to tailor the class to your interests through events on and off campus, including movies, lectures, performances, field trips and community projects. Each week, we will gather for lectures and also break into small groups for discussion. This course will set you on a path to leading the aging revolution and transforming the society of tomorrow. For first-year and non-transfer students only. Credit 3 units.

**Beyond Boundaries: The Art of Medicine (spring)**
This interdisciplinary, cross-school course at the intersection of history and the visual arts offers students a singular encounter with Western medicine, from ancient times to the present day. In tandem with the history of medicine, the course examines the capacity of the arts to frame medical practice, to raise questions, and to influence perceptions — both positively and negatively — of medical advancements. For first-year and non-transfer students only.
Beyond Boundaries: Gender, Youth, and Global Health (spring)
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 the ways in which gender and gender differences affect conditions of life in the areas of reproductive health, nutrition, conflict, access to healthcare, and the social determinants of health, especially for young people. Students will learn to analyze health conditions and disparities in relation to both the microdynamics of local worlds and the macrodynamics of large-scale social forces in the postcolonial global field. In addition, they will come to understand the current challenges that global health practitioners and institutions confront as they strive to achieve gender equity and the current efforts being made toward reaching this goal. These learning objectives will be achieved using lectures, discussion-based sessions, and Skype-based interactions with NGOs and experts who are currently working in the field. For first-year and non-transfer students only. Credit 3 units.

Beyond Boundaries: Designing Creativity: Innovation Across Disciplines (fall and spring)
From “ah-ha!” epiphanies to slow-developing discoveries, the creative process has been employed by innovators and artists in virtually every corner of the globe for centuries. Designing Creativity is a course that will explore the study and practice of the creative process across many disciplines, with input from prominent thinkers and practitioners in the areas of medicine, neuroscience, law, engineering, architecture, human-centered design, business, stage design and the performing arts. The course will also incorporate the practice of design thinking and creativity techniques via a lab component that will allow students to explore the development of innovative ideas in collaborative teams followed by project presentations to core faculty and classmates. For first-year and non-transfer students only. Credit 3 units.

Beyond Boundaries: Morality and Markets (spring)
What does it look like to live a moral life in today’s market system? We know all too well what it does not look like. The news is filled with the moral failures of leaders and executives at top firms. We like to believe that we would behave differently, but what kind of pressures inform our moral choices? What pulls us, what pushes us, and what persuades us to act one way rather than another? These are the questions that a course combining business and literature can address in unique ways, since the world of fiction helps us to explore the ethical dilemmas of the market we inhabit everyday. In this course, we use great books, classics of film and modern television, and the tools of modern psychology and business strategy to think critically about what is involved in living a moral life in the midst of the modern market. For first-year and non-transfer students only. Credit 3 units.

Beyond Boundaries: To Sustainability and Beyond: People, Planet, Prosperity (P3) (spring)
To Sustainability and Beyond: People, Planet, Prosperity is a course designed for first-year students that combines interdisciplinary instruction with applied project work. Students will be introduced to global concepts in sustainability and examine how they relate to specific issues in the greater St. Louis community, learning what it means to be civic-minded stewards of social and ecological systems. In addition, they will work on developing the critical “soft” skills needed for success on the job, such as effective communication techniques, project management and leadership. Students will emerge from the course with a systems-level understanding of sustainability, a working knowledge of the fundamentals of community engagement, and an appreciation for values-based civic stewardship. Experience in this course will prepare students for applied project-based work in other courses or internships, regardless of academic discipline. For first-year and non-transfer students only. Credit 3 units.
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 of the schools.

- Courses in the Gephardt Institute for Civic and Community Engagement (p. 1077) 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. 1078).
- ROTC (p. 1079) courses are offered in conjunction with the U.S. Air Force and U.S. Army.
- The Skandalaris Center (p. 1082) 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 is embraced by schools and departments across Washington University and used in many of our courses.

Sometimes referred to as service-learning, the experiences offered by these courses provide assignments and targeted learning activities in a community context. They integrate classroom theory with practice in the real world.

We have identified more than 80 undergraduate- and graduate-level courses for academic year 2019-20 that are enhanced by community-engaged teaching and learning at Washington University. These courses enable students of all disciplines, from business to art, to engage communities through service, projects and observation.

To nurture growth in this area, the Gephardt Institute for Civic and Community Engagement offers technical assistance, community partnership facilitation, and course-based funding opportunities through the Civic Engagement Fund.

**Courses**

The following list includes only Community-Engaged Teaching (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://gephardtinstitute.wustl.edu/cec).

### College of Arts & Sciences

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<tr>
<th>Code</th>
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<tr>
<td>AFAS 103D</td>
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<td>AFAS 104D</td>
<td>Beginning Swahili II</td>
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<td>AFAS 203D</td>
<td>Intermediate Swahili III</td>
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<td>AFAS 204D</td>
<td>Intermediate Swahili IV</td>
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<td>AMCS 3202</td>
<td>Civic Scholars Program Semester One: Self Awareness, Civic Life, and Citizenship</td>
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<td>AMCS 3203</td>
<td>Civic Scholars Program Semester Two: Civic Engagement in Action</td>
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<tr>
<td>AMCS 4202</td>
<td>Civic Scholars Program Semester Three: Application and Integration of Civic Projects and Values</td>
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<tr>
<td>AMCS 4203</td>
<td>Civic Scholars Program Semester Four: Civic Engagement Across the Lifespan</td>
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<td>Anthro 141</td>
<td>Ampersand: Medicine and Society</td>
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<tr>
<td>Anthro 142</td>
<td>Ampersand: Medicine and Society</td>
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<td>Comp Lit 394</td>
<td>Worldwide Translation: Language, Culture, Technology</td>
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<td>Educ 4841</td>
<td>Elementary Methods Field Experience</td>
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<td>EnSt 405</td>
<td>Sustainability Exchange: Community and University Practicums</td>
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<td>EnSt 406</td>
<td>Urban Ecosystem Principles Integration</td>
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<tr>
<td>L82 EnSt 539</td>
<td>Interdisciplinary Environmental Clinic</td>
<td>var.; max 6</td>
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<td>IAS 4224</td>
<td>The 1904 St. Louis World’s Fair: German and Austrian Art Exhibited</td>
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<td>Psych 225</td>
<td>Internship in Psychology</td>
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<td>Psych 235</td>
<td>Practicum in Applied Behavior Analysis: Autism Spectrum Disorder</td>
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<tr>
<td>Re St 407</td>
<td>Solidarity and Silence: Religious Strategies in the Political Sphere</td>
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<td>WGSS 3133</td>
<td>Service Learning: Feminist and Queer Youth Studies</td>
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<td>WGSS 3171</td>
<td>Service Learning: Women and Prison</td>
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<td>WGSS 3173</td>
<td>Service Learning: Documenting the Queer Past in St. Louis</td>
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<td>WGSS 3942</td>
<td>Service Learning: Projects in Domestic Violence</td>
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### Olin Business School

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<td>MGT 201</td>
<td>Management Communication</td>
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<tr>
<td>MGT 424</td>
<td>Business Planning for New Enterprises (The Hatchery)</td>
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### Sam Fox School of Design & Visual Arts

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<td>ARCH 307X</td>
<td>Community Building</td>
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<td>ARCH 308X</td>
<td>Community Building North</td>
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<td>ARCH 344X</td>
<td>Digital Filmmaking: City Stories</td>
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<td>ARCH 350</td>
<td>Service Learning Course: Environmental Issues</td>
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<tr>
<td>ARCH 404E</td>
<td>Design: Urban Ecosystem Principles Integration</td>
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<td>ARCH 457B</td>
<td>Segregation by Design: A Historical Analysis of the Impact of Planning and Policy in St. Louis</td>
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<td>ARCH 486A</td>
<td>NOMA National Design Competition</td>
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<td>ARCH 490</td>
<td>Architecture Service Learning Practicum (The Alberti Program)</td>
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<tr>
<td>ARCH 490A</td>
<td>Explore &amp; Contribute: Collaboration Between Washington University &amp; Henry Elementary School</td>
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<tr>
<td>ARCH 563L</td>
<td>Design as a Social Practice: Community Practice in Pagedale</td>
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<td>MUD 5078</td>
<td>Developing Sustainable Urban Communities</td>
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<td>MUD 5079</td>
<td>Community Development &amp; American Cities</td>
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<tr>
<td>MUD 564A</td>
<td>Urban Development Seminar</td>
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**F10 Art: Art foundation and major studio courses**

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<tr>
<td>ART 315B</td>
<td>Printmaking: Art Practice (Propaganda to Decoration)</td>
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<tr>
<td>ART 372B</td>
<td>Content to Cover: the Design of Books</td>
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<tr>
<td>ART 435M</td>
<td>Special Topics in Communication Design for Social Impact</td>
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<tr>
<td>ART 436A</td>
<td>Visual Journalism and Reportage Drawing</td>
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**F20 Art: Art elective courses**

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<td>ART 323F</td>
<td>Special Topics in Fashion Design (Fashion Design: Collaboration Studio)</td>
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<td>ART 339I</td>
<td>Radical Design: Making Civic Experiences</td>
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<td>ART 3843</td>
<td>Filming the Black Freedom Struggle in St. Louis</td>
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### McKeelvey School of Engineering

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<td>Engr 310</td>
<td>Technical Writing</td>
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<td>Engr 4501</td>
<td>Engineering Ethics and Sustainability</td>
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### University College

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<td>IS 366</td>
<td>Global Human Rights</td>
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### Inter-University Exchange Program

The Inter-University Exchange (IE) program between Washington University, Saint Louis University (SLU) and the University of Missouri-St. Louis (UMSL) 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. 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 IE program may have specific limitations or requirements for participation; details are available in those offices.

The following provisions apply to all course work taken by Washington University students attending SLU or UMSL through the IE program:

- Such courses can be used for 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 their grade-point average, 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 and 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 IE program 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 the department chair at SLU or UMSL, preferably in person.
4. The student also must obtain the 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

Professor

Russell T. Montante
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.

Air Force ROTC (AFROTC) is an 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 AFROTC and gone on to distinguish themselves as Air Force aviators, engineers, lawyers, 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 AFROTC is available to undergraduate and graduate Washington University students and will not obligate a student to serve in the U.S. Air Force.

AFROTC attracts the very best and brightest college students. The categorization of officer candidates within AFROTC is based on competitive selection criteria.

For more information, contact AFROTC:

- Detachment 207 in St. Louis
  314-977-8230
- Detachment 207 website (https://www.slu.edu/parks/air-force-rotc)
- U.S. Air Force ROTC
  888-4-AFROTC
- AFROTC website (http://www.afrotc.com)

For AFROTC scholarship information, refer to the Scholarship Funds (p. 32) section of this Bulletin.

Army ROTC

Military Science. The Army ROTC program is 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 commissions and serve as second lieutenants in the U.S. Army, Army Reserve or Army National Guard.

All students are eligible to participate in Army ROTC courses. Introductory courses are designed to develop a student's
confidence, self-esteem and motivation. The intent is to develop and refine the student's leadership traits and skills to ensure their future success in military and nonmilitary environments. 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 ROTC courses (300 and 400 levels), they incur a military obligation.

For more information, contact the Military Science Department, Washington University in St. Louis, 700 Rosedale Ave., Suite 1120, St. Louis, MO 63112; call 314-935-5521; visit the Washington University Army ROTC website (http://rotc.wustl.edu); or contact the Army ROTC Scholarships and Enrollment Officer, Lee Rodriguez (lee.e.rodriguez@wustl.edu).

For Army ROTC scholarship information, refer to the Financial Support section (p. 32) of this Bulletin.

Courses

- Air Force ROTC — Aerospace Studies (p. 1079)
- Army ROTC (p. 1081)

**Air Force ROTC — Aerospace Studies**

Visit online course listings to view semester offerings for I02 MAIR (https://courses.wustl.edu/CourseInfo.aspx?sch=1&dept=I02&crsVL=1:4).

**I02 MAIR 101 Heritage and Values 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 United States Air Force and the opportunities available as an officer.

**I02 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.

**I02 MAIR 201 Team and Leadership Fundamentals**

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.

**I02 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 students with the United States Air Force and the opportunities available as an officer.

**I02 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.

**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
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.

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.

Army ROTC

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.

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.

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.

I25 MILS 301C Adaptive Team Leadership
This is an academically challenging course where students will 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
I25 MILS 302C Applied Team Leadership
Students will continue to learn and apply the fundamentals of Army leadership, officer ethics, and social sciences. They will hone their leadership abilities in a variety of environments including classroom instruction, leadership labs, and on-assignment 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 will help prepare students for success at the Army ROTC Advanced Camp which cadets will attend during the summer at Fort Knox, Kentucky. Cadets will 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 303) to have 3 units display on their transcripts; however, the units will not count toward their degree program.
Credit 3 units.

I25 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.

I25 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

I25 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.

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
The Skandalaris Center aims to inspire and develop creativity, innovation, and entrepreneurship at Washington University in St. Louis.

Who We Serve
Our initiatives serve all Washington University students, alumni, faculty, staff, and, on occasion, the community. We call this the SC Network.

Our Initiatives
Our initiatives are divided into three parts:
1. Get Connected (p. 1083)
2. Get Trained (p. 1083)
3. Get Funded (p. 1083)
Get Connected
A great way to get started in creativity, innovation, and entrepreneurship at Washington University is to get connected with peers and various resources:

Join a Student Group or Fellowship
There are 14 student organizations committed to various aspects of creativity, innovation, and entrepreneurship. Some are limited to undergraduate or graduate student participation, and some support all.


Join the Skandalaris Center Email List
The email newsletter is the most up-to-date and complete record of upcoming opportunities.

- Join the email list (https://skandalaris.wustl.edu/get-connected/stay-connected-with-skandalaris).

Get Trained
The Skandalaris Center offers many programs that provide real-world, practical training in creativity, innovation, and entrepreneurship. Below are a few program examples:

1. 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. Each week on Wednesdays, students participate in unique activities, including site visits to startups or co-working spaces, panel discussions, and visits to St. Louis neighborhoods. Applications generally run from early January to early February each year.

2. Student Entrepreneurial Program (StEP) (http://skandalaris.wustl.edu/training/step)
   StEP provides a unique opportunity for students to own and operate 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.

3. IdeaBounce® (https://skandalaris.wustl.edu/training/ideabounce)
   IdeaBounce® is both an online platform and an event for sharing venture ideas and making connections. This is an opportunity for participants to pitch their idea (no matter how "fresh"), get feedback on it, and make connections. In-person events happen around twice per semester.

4. The 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 it 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
The Skandalaris Center offers the following business plan competitions for Washington University students:

The Suren G. Dutia and Jas K. Grewal Global Impact Award (GIA) (http://skandalaris.wustl.edu/funding/global-impact-award)
The GIA awards scalable, impactful, quick-to-market Washington University-affiliated startups.

- Who Can Apply: Washington University students, postdocs, residents, and recent alumni
- Award: Up to $50K

Skandalaris Venture Competition (SVC) (https://skandalaris.wustl.edu/funding/skandalaris-venture-competition)
The SVC provides expert mentorship to new ventures and startups to ready them for commercializing their idea, launching, and pitching to investors.

- Who Can Apply: Current Washington University students
- Award: Up to $15K

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!

Phone: 314-935-9134
Email: sc@wustl.edu
Website: http://skandalaris.wustl.edu
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