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# Undergraduate Catalog 2010-11

## About This Bulletin

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

The degree requirements and policies in the 2010-11 *Undergraduate Catalog* apply to students entering Washington University during the 2010-11 academic year.

The 2010-11 *Undergraduate Catalog* is entirely online but may be printed out in PDF format.

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

More information about the four undergraduate schools may be found by visiting their websites:

College of Arts & Sciences: <http://college.artsci.wustl.edu>

Olin Business School: <http://www.olin.wustl.edu>

Sam Fox School of Design & Visual Arts (Colleges of Architecture and Art): <http://samfoxschool.wustl.edu>

Engineering & Applied Science: <http://engineering.wustl.edu>

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

For catalogs and course information pertaining to other Washington University in St. Louis schools and programs, please visit <http://wustl.edu/academics/bulletins.html>.

## University Addresses

### Office of Undergraduate Admissions

Room 135, S. Brookings Hall  
Washington University in St. Louis  
Campus Box 1089  
One Brookings Drive  
St. Louis, Missouri 63130-4899

314/935-6000  
1-800/638-0700  
Fax: 314/935-4290  
Website: [admissions.wustl.edu](http://admissions.wustl.edu)  
Email: [admissions@wustl.edu](mailto:admissions@wustl.edu)

### Student Financial Services

Room 75, N. Brookings Hall  
Washington University in St. Louis  
Campus Box 1041  
One Brookings Drive  
St. Louis, Missouri 63130-4899  
314/935-5900  
1-888/547-6670  
Fax: 314/935-4037  
Website: [sfs.wustl.edu](http://sfs.wustl.edu)  
Email: [financial@wustl.edu](mailto:financial@wustl.edu)

## About WUSTL

### Who We Are Today

Washington University, a medium-sized, independent university, is dedicated to challenging its faculty and students alike to seek new knowledge and greater understanding of an ever-changing, multicultural world. The University is counted among the world's leaders in teaching and research, and draws students and faculty to St. Louis from all 50 states and more than 110 nations.

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: <http://facts.wustl.edu/Pages/About.aspx>

### Undergraduate Enrollment by School

<http://facts.wustl.edu/Pages/Enrollments.aspx>

### Committed to Our Students: Mission Statement

The mission of Washington University is the promotion of learning—learning by students and by faculty. Teaching, the transmission of knowledge, is central to our mission, as is research, the creation of new knowledge. Faculty composed of scholars, scientists, artists, and members of the learned professions serve society by teaching; by adding to the store of human art, understanding, and wisdom; and by providing direct services, such as health care.

Our goals are to foster excellence in our teaching, research, scholarship, and service; to prepare students with the attitudes, skills, and habits of lifelong learning and with leadership skills, enabling them to be useful members of a global society; and to be an exemplary institution in our home community of St. Louis, as well as in the nation and in the world.

To this end, we intend to judge ourselves by the most demanding standards; to attract people of great ability from all types of backgrounds; to encourage faculty and students to be bold, independent, and creative thinkers; and to provide the infrastructure to support teaching, research, scholarship, and service for the present and for future generations.

### Teaching and Learning at Washington University

#### A Statement of Best Practices and Expectations

*Original statement endorsed by the Undergraduate Council, November 10, 1999.*

*Amended statement endorsed by the Undergraduate Council, February 2, 2010.*

**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:

- the best effort on the part of both faculty and students to enhance the learning experience for the benefit of all persons involved;
- the recognition that all present play important roles, all participants in the learning experience deserve respect for what they bring to it, and all should be sensitive to the importance of the others in this process;
- an atmosphere in the classroom of mutual respect for all persons regardless of political, ethnic, religious, gender, sexual orientation, and disability considerations.

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 her/his 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:

- the presentation of a syllabus that:

(A) clearly 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;

(B) contains a clear articulation of ground rules for classroom interaction and consequences for infringement (How much active participation is expected of the student? Is attendance required? If the course meets over the lunch hour, is it acceptable to eat during class? Is it acceptable to use laptop computers in class?);

- reminding students of the University's standards for academic integrity;
- bringing new perspectives and insights to assigned readings and other text materials;
- regularly meeting class and being punctual in starting and dismissing class;

- prompt and responsible grading, 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 telephone and e-mail;
- the use of appropriate technology as relevant both in and outside the classroom to enhance communication between faculty and students;
- uploading course materials and sending e-mails in timely manner;
- the oversight of Teaching Assistants, especially to ensure grading uniformity in large classes;
- facilitation of regular student evaluations of the faculty member's teaching methods and materials, including mid-semester evaluations, as a means of creating an atmosphere of shared responsibility within the classroom;
- when possible, avoiding prohibitive costs when ordering textbooks and other course materials, and making electronic text available;
- adhering to the published final examination schedule to avoid interfering with students' preparation for other classes.

**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:

- be actively engaged with the material and with the process of education;
- build their own knowledge and skills (faculty guide students to materials and methods, but the learning is up to the student);
- attend all classes, both lecture and discussion sessions, and participate in class discussions; leave class only for emergencies; use streaming video recording of lectures only for review, not as a substitute for class;
- be punctual in completing assignments;
- behave in the classroom in a manner that demonstrates respect for students and faculty;
- share responsibility for the flow of information concerning a course by regularly checking the course web page and university e-mail;
- be familiar with and adhere to matters of academic integrity as identified by their School within the University;
- participate in objective and constructive evaluations of the instructor and of the course (this helps to clarify problems and strengths that will help the instructor to improve the course in subsequent semesters);
- conform to the rules for laptop use stated in the syllabus;

- refrain from the use of texting and cell phones.

**Special student concerns.** Students should take the initiative in discussing special arrangements with the instructor in a timely manner when for any reason they miss class. Students also should recognize that the collective needs of the faculty and other students in a course may outweigh individual preferences. 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;
- 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;
- be responsive when normal communications between faculty and students break down by providing for a process for discussion and negotiations;
- facilitate communications among various constituents of the University;
- facilitate the flow of visitors to the classroom by notifying faculty of such matters in a timely fashion.

#### **Where to get help**

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

*For students:* The instructor, the TAs, and Cornerstone: The Center for Advanced Learning can be counted on for guidance on how best to learn; the Writing Center can be a very helpful resource for all sorts of written assignments.

The general process of a student concern is to:

1. raise it with first with the faculty member;
2. go to their four-year adviser and,
3. then to the department chair.

Disagreements that have not been resolved by this process can be addressed to the ombudsperson.

## **Class Size**

More than three-fourths of Washington University's undergraduate classes range from 1 to 24 students. We believe smaller classes help you learn more through stimulating group discussion. Many of your classes may be larger at first, but they generally become smaller as you progress in your chosen field.

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

### Average Class Sizes by Level

Class Size	L-100	L-200	L-300	L-400
<b>1-10</b>	277	290	356	688
<b>11-24</b>	290	210	354	258
<b>25-39</b>	32	32	95	78
<b>40-64</b>	43	43	80	31
<b>65-100</b>	26	29	26	7
<b>101-200</b>	27	14	16	3
<b>Over 200</b>	15	5	2	0
<b>Totals</b>	710	623	929	1065

### University College

University College is the evening division of Arts & Sciences and offers a wide range of courses in a variety of academic departments and interdisciplinary and professional areas of study. Part-time and full-time study in undergraduate degree programs, graduate degree programs, and certificate programs is available. In addition, University College offers several special credit programs, such as the College Credit Program for high school students, and special noncredit programs, such as short courses, writing workshops, and career workshops. For more information, visit <http://ucollege.wustl.edu/>.



## Board of Trustees

Please visit the Board of Trustees website.

## 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 then chancellorship. Soon it was renamed the "Hudson E. Bridge Chancellorship."

Led by the Chancellor, the officers of the University Administration are:

Officers of the University Administration

## About WUSTL: Academic Calendar

### Fall Semester 2010

<b>August</b>	31	Tuesday	Classes begin
<b>September</b>	6	Monday	Labor Day holiday
<b>October</b>	15	Friday	Fall break
<b>November</b>	24	Wednesday	Thanksgiving break begins
	28	Sunday	Thanksgiving break ends
<b>December</b>	16	Thursday	Final examinations begin
	22	Wednesday	Final examinations end

Washington University recognizes the individual students' 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.

Dates for the last days of classes and reading periods are given in Course Listings.

### Spring Semester 2011

<b>January</b>	17	Monday	Martin Luther King, Jr., holiday
	18	Tuesday	Classes begin
<b>March</b>	14	Monday	Spring break begins
	20	Sunday	Spring break ends
<b>May</b>	5	Thursday	Final examinations begin
	11	Wednesday	Final examinations end
	20	Friday	Commencement

### Summer Semester 2011

<b>May</b>	23	Monday	First Summer Session begins
	30	Monday	Memorial Day holiday
<b>July</b>	4	Monday	Independence Day holiday
<b>August</b>	18	Thursday	Last Summer Session ends

## About WUSTL: Campus Resources

### Student Support Services

**Cornerstone: The Center for Advanced Learning.** Located on the first floor of Gregg Residence House on the South 40, Cornerstone offers a variety of academic and technology services and provides accommodations to students with disabilities. They provide course-specific mentors, study groups, and intensive inter-session review programs in such gateway courses as chemistry, physics, and mathematics. They offer workshops on study skills, time management and note-taking, as well as evening walk-in help desks for calculus and writing. In addition, Cornerstone offers final exam work sessions for chemistry, math, and physics. In addition, they offer fee-based professional test preparation courses for exams such as the MCAT. Take advantage of their Tech Lab to learn new software programs and access practice problem sets. Use their resource room and lobby area to study or relax. Most services provided to students are free. Last year about 3,000 students participated in one or more Cornerstone programs. For more information, visit the website at [cornerstone.wustl.edu](http://cornerstone.wustl.edu) or call 314/935-5970.

**Disability Resources.** Cornerstone also is the home of Disability Resources, the official source for students with disabilities or suspected disabilities. If you have received accommodations in the past or have any physical, learning, or attention disorders, you may request accommodations and services to ensure equal access in the classroom. Visit the website at [disability.wustl.edu](http://disability.wustl.edu) or call Cornerstone at 314/935-5970 for more information. Disability Resources is located within Cornerstone, first floor Gregg Residence House, on the South 40.

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

The Office for International Students and Scholars is located in the Stix International House at 6470 Forsyth Boulevard. For more information, visit the website at [oisshome.wustl.edu/](http://oisshome.wustl.edu/) or call 314/935-5910.

### Research Affiliations

Washington University is affiliated with the Central Institute for the Deaf, the Donald Danforth Plant Science Center, the Missouri Botanical Garden, the Newberry Library for Medieval and Renaissance Studies in Chicago, and the Saint Louis Zoo. The University also owns Tyson Research Center—2,000 acres located 20 miles

west of the campus, which houses additional facilities for biology and physics. The Sam Fox School also houses the Newman Money Museum, a numismatic center.

In addition, the University has two interdisciplinary research institutes—the Division of Biology and Biomedical Sciences and the Center for Computational Biology—plus a number of interdisciplinary research centers on the Danforth and Medical campuses.

### Student Health Services

Student Health Services staff members include licensed professionals in Medical Services, Mental Health Services, and Health Promotion Services. Please visit us in Dardick House on the South 40, or visit our website at [shs.wustl.edu](http://shs.wustl.edu) for more information about each of our services and staff members.

#### Hours:

Monday, Tuesday, and Thursday 8 a.m. – 6 p.m.

Wednesday 10 a.m. – 6 p.m.

Friday 8 a.m. – 5 p.m.

Saturday 9 a.m. – 1 p.m.

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

**Medical Services** staff members provide care for the evaluation and treatment of an illness or injury, preventative health care and health education, and nutrition, physical therapy, travel medicine, and women's health services. **All WU students should seek treatment at SHS first.** Any condition requiring specialized medical services will be referred to an appropriate community specialist. The WU student health insurance plan requires a referral any time care is not provided at SHS. Call 314/935-6666 or visit [shs.wustl.edu](http://shs.wustl.edu) to schedule an appointment for medical care, including allergy injections prescribed by your allergist, health consultations, for HIV or other STD testing, or for immunizations.

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

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

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

All incoming students must provide proof of immunization for two measles, mumps, rubella vaccines after the age of one year old. (A titer may be provided in lieu of the immunizations.) A PPD skin test in the past six months is required for students entering WU from certain countries. This list of countries may be found on our website. We suggest all students also have Tetanus Diphtheria immunization within the past five years, Meningococcal Vaccine, Hepatitis A Vaccine series, Hepatitis B Vaccine series, and Varicella Vaccine. Medical History Forms are available online at [shs.wustl.edu](http://shs.wustl.edu). Failure to complete the required forms will delay registration.

**Mental Health Services** staff members work with students to resolve personal and interpersonal difficulties, including conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. Although some concerns are more frequent than others, students' experiences are as varied as the students themselves. Staff members help each person figure out her or his 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 [shs.wustl.edu](http://shs.wustl.edu) to schedule an appointment.

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

## Important Information About Health Insurance

Washington University has a student health fee designed to improve the health and wellness of the entire Washington University community. All full-time Washington University students are automatically enrolled in the Student Health Insurance Plan upon completion of registration. Specific fees and co-pays apply to students using Medical Services and Mental Health Services. More information is available at [shs.wustl.edu](http://shs.wustl.edu).

## Campus Security

The Washington University campus is among the most attractive in the nation and enjoys a safe, relaxed atmosphere. Your personal safety and the security of your property while on campus is a shared responsibility. Washington University has made safety and security a priority through our commitment to a full-time professional police department, use of closed circuit television, card access, good lighting, shuttle services, emergency telephones,

and ongoing educational safety awareness programs. The vast majority of crimes that occur on college campuses are crimes of opportunity, which can be prevented.

The best protection against crime is an informed, alert campus community. Washington University has developed several programs to help make your experience here a safe and secure one. An extensive network of emergency telephones, including more than 100 "blue light" telephones, are connected directly to the University Police Department and can alert the police to your exact location. In addition to the regular shuttle service, an evening walking escort service or mobile Campus Circulator is available on the Danforth Campus.

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

In compliance with the Campus Crime Awareness and Security Act of 1990, Washington University publishes online an annual report, *Safety and Security on the Danforth Campus—A Guide for Students, Faculty, and Staff*, which is available to all current and prospective students on the Danforth Campus and University employees on the Danforth, North and West campuses at [police.wustl.edu](http://police.wustl.edu). To request a hard copy, contact the Washington University Police Department, Campus Box 1038, One Brookings Drive, St. Louis, MO 63130-4899, 314/935-9011.

## About WUSTL: Admission Procedures

The Office of Undergraduate Admissions offers detailed information about freshman admission procedures for all four schools of Washington University in St. Louis. Please visit the Admissions website at: <http://admissions.wustl.edu/Pages/default.aspx>.

### Transfer Admission

Washington University welcomes the application of eligible transfer students as space and faculty resources permit. Students in college transfer programs at community and junior colleges, as well as students from four-year institutions, are encouraged to apply for admission.

If you are applying as a transfer student, you are expected to present a strong and consistent record of academic achievement. Because requirements for degrees vary from institution to institution, you are advised to consult with the Office of Undergraduate Admissions early in your academic career to minimize problems with the transfer of credits.

If you are admitted from an accredited institution, you will be given full credit for work satisfactorily completed with a grade of C or better, if the work is equivalent to that accepted for graduation at Washington University. You will be advised of the transferability of credits upon admission. Although credits earned in courses may transfer, the grades earned do not.

You should apply for transfer admission one semester in advance of the semester for which you wish to enroll. We encourage first-semester students to complete a full year at the current college. For current application deadlines, please contact the Office of Undergraduate Admissions.

Applicants must submit their high school transcripts, the application, official transcripts of all previous college work, standardized test scores (SAT or ACT), two letters of recommendation, and the nonrefundable application fee to the Office of Undergraduate Admissions. For admissions information, please visit the Admissions website at <http://admissions.wustl.edu/Pages/default.aspx>.

If you wish to be considered for financial assistance, you must file the Financial Aid Profile. Detailed information on financial support can be found in this Bulletin.

Transfer admission information for individual schools is listed as follows.

### Transferring into Arts & Sciences

Each year, in both fall and spring semesters, a number of students from other colleges and universities transfer into the College of Arts & Sciences. Upon their admission the transfer student adviser reviews and evaluates their previous academic work. Full credit is normally granted for courses taken at accredited institutions provided that the University offers comparable courses and the student has completed the courses with a grade of C or better

(please note: online course work does not transfer). In addition, transfer credit may be counted where applicable and upon approval toward major or minor requirements. Transfer students must be enrolled for at least four consecutive full-time semesters to satisfy the residency requirement. They must earn no fewer than 60 units during that time.

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. You should direct specific questions about transfer credit and course sequences at Washington University to the College of Arts & Sciences.

### Transferring into Architecture

Places for transfer students are extremely limited and require strong performance in an arts and sciences curriculum, and preferably preparation in the visual arts—in particular freehand drawing and 3-D design. If you have taken studio courses (design, drawing, and others) at other schools, your application is best accompanied by a portfolio with samples of that work. Placement into the design studio sequence is determined by portfolio review.

A transfer applicant into the College of Architecture should consult with the Sam Fox School of Design & Visual Arts associate dean of students as early as possible to assist in appropriate placement. It is advisable that the transfer applicant have demonstrated experience in two-dimensional and three-dimensional design. Your previous work should parallel as closely as possible the course work outlined on the Architecture Degree Requirements page.

### Transferring into Art

The number of studio art credits you already have earned, combined with an evaluation of your portfolio, determines the year and semester level at which you are admitted. You must have a minimum number of appropriate studio art credit units to be placed at a particular level in the program, as follows:

2nd semester, 1st year = 6 units

1st semester, 2nd year = 15 units

2nd semester, 2nd year = 21 units

1st semester, 3rd year = 30 units

As much as possible, the studio art courses taken at other institutions should correspond to the core drawing and design program at Washington University.

#### Portfolio Requirements

1. Twenty color slides or digital images of completed work:

- **Slide Portfolio:** Submit good quality 35mm slides in a plastic slide sleeve. Each slide must be labeled with your name.
  - **Digital Portfolio :** Submit images as a simple, non-timed PowerPoint presentation. Also include all of the work in the presentation, in a separate folder, as jpgs saved at no more than 150 dpi resolution. Write your name on the CD/DVD — DO NOT use a stick-on label. Remember to include an accompanying inventory/contact sheet showing thumbnails of all work on the CD/DVD. The inventory sheet must include your name. If preferred, you may include additional information such as title of work, medium, dimensions, and date completed.
2. Include examples of work from basic drawing and design classes that indicate your technical and conceptual level of accomplishment—some drawing should be from direct observation.
  3. If possible, good examples of work in different media to demonstrate a range of art experiences.
  4. If applying to the third-year level, one-half of the work should be in the area of your intended major.

#### Portfolio Instructions

1. Mailed portfolios may be slide or digital. Portfolios should be mailed to the Art liaison in the Office of Undergraduate Admissions. (Portfolios will be returned only if a return self-addressed envelope with proper postage is included with the portfolio.)
2. Original work can be presented only if you plan to deliver and pick up the portfolio. Your name should be included on the back of each piece, with name, address, and telephone number on the outside of the portfolio. Work does not need to be matted, nor should it be in frames or under glass. Portfolios can be delivered to the Office of the Associate Dean of Students, Room 1, Bixby Hall. (*While reasonable care will be taken to ensure proper handling of the portfolio, the University is not responsible for loss or damage.*)
3. To assist in appropriate placement, an interview with the associate dean of students, while not required, is strongly recommended.

## Transferring into Business

The Olin Business School offers transfer enrollment in both fall and spring semesters. The strongest candidates for admission present a strong academic performance from a two-year or four-year college that mirrors most of our academic requirements that our students take during their freshman and sophomore level. For a sophomore transfer candidate, this would include microeconomics and an equivalent to Calculus II at the college level. For a junior-level transfer candidate, this also would include financial accounting, macroeconomics, and perhaps managerial accounting. All transfers to Olin must have completed an equiva-

lent 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 indicating which courses will be accepted by Olin within two weeks of receiving their acceptance letter. 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.

## Transferring into Engineering

You may apply for admission for either the fall or the spring semester if you have completed a minimum of one year of college work elsewhere. You must demonstrate academic achievement (grade average of B+ or better) with strength in mathematics (calculus) and science (chemistry/physics). Transfer applicants to the School of Engineering & Applied Science should have completed two semesters of calculus-based physics and sufficient calculus to be prepared to take differential equations (typically three semesters). Applicants interested in biomedical or chemical engineering also should have completed sufficient chemistry to be prepared to take organic chemistry. Applicants interested in biomedical engineering also should have completed an introductory biology sequence on cellular, molecular, and developmental biology and genetics. An evaluation of your record will be made to determine the transferability of college credit. Grades earned do not transfer, and you must earn a letter grade of C or better for the course credit to transfer. For English composition, a letter grade of B or better is required for the course credit to transfer. Courses taken pass/fail do not transfer.

To be recommended for any bachelor's degree, you must satisfy applicable requirements of the School of Engineering & Applied Science shown under Degree Requirements.

## Pre-Matriculation Units

Pre-matriculation units are units of credit earned before you enroll as a first-year student at Washington University, which can be applied toward a Washington University degree. Sources for pre-matriculation units include Advanced Placement (AP) examinations, International Baccalaureate (IB), British Advanced (A) Levels, and college credit.

A student in the College of Arts & Sciences may be awarded up to 15 units of credit from all sources—standardized placement tests and college course work—that were completed prior to enrollment



as a first-year student at Washington University. The units of credit awarded from these sources do not apply toward the distribution requirements.

A student earning the Bachelor of Science in Business Administration (B.S.B.A.) in the Class of 2015 and beyond may apply a maximum of 15 pre-matriculation units to their B.S.B.A. degree. A transcript notation is made of all pre-matriculation units earned before enrollment in Washington University.

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

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

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

The 15-unit cap does not apply to the other undergraduate schools. See below for more information about AP examinations and International Baccalaureate.

## Secondary School Course Work

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

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

## Proficiency and Placement Examinations

Students in the College of Arts & Sciences will have all accepted pre-matriculation work noted on their transcript so they may go directly into advanced courses, but the maximum number of pre-matriculation units awarded will be 15 units. Sources for pre-matriculation units are Advanced Placement exams, International Baccalaureate Exams, British A-Level grades, and college credit.

Superior results on proficiency and placement examinations allow you to enter advanced courses at the beginning of your college career, to fulfill some requirements for a major or a minor by examination rather than by course work, and to earn credit toward your degree.

Four types of examinations are recognized:

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

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

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

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

You may obtain information about these exams from the College Board Advanced Placement Examinations, Box 592, Princeton, NJ 08540 or by calling 1/888/225-5427.

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

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

**Accounting: British A-Levels**

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

**Arabic: British A-Levels, University Placement Exam**

Please see the departmental policy (Asian and Near Eastern Languages and Literatures) for more information.

**Art: General Portfolio, Advanced Placement, International Baccalaureate**

A score of 5 on the AP examination in Art: General Portfolio, Art 2-D, or Art 3-D, or a score of 7 on the International Baccalaureate examination earns 3 units of elective credit.

**Art History: Advanced Placement**

A score of 4 or 5 on the AP examination earns 3 units of credit for introductory art history upon completion of a 300- or 400-level art history course at the University with a grade of B or better.

**Biology: Advanced Placement, International Baccalaureate, British A-Levels**

A score of 4 or 5 on the AP examination or a score of 6 or 7 on the International Baccalaureate examination earns 6 units of credit for Biol 100A (elective credit). Students who plan to major in Biology or who are pre-med normally will enroll in Biol 2960 in the spring of freshman year, Biol 2970 in the fall of sophomore year, and Biol 3050 in the spring of the sophomore year. Grades of A or B on the British A-Level examination will be awarded 3 units of credit equivalent to Biol 100A.

**Chemistry: Advanced Placement, International Baccalaureate, University Examination, British A-Levels**

A score of 5 on the AP examination earns 6 units of credit equivalent to Chem 103 and 104. A score of 4 on the AP examination earns 3 units of credit equivalent to Chem 103. Receipt of these credits has no bearing on fulfillment of chemistry requirements for premedicine or any science major and cannot be used to satisfy prerequisites for organic chemistry. All students who wish to pursue a major or a preprofessional preparatory curriculum requiring general chemistry must take Chem 111A and 112A and the associated labs, Chem 151 and 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. Grades of A or B on the upper-level International Baccalaureate examination to be awarded 10 units of elective credit. Or, you may take the University departmental placement examination given during the first week of classes each fall. Grades of A or B on the British A-Level examination will be awarded 10 units of elective credit.

**Classical Languages: Advanced Placement, Achievement Tests**

To determine placement, the Department of Classics relies primarily on its own placement test, administered during registration week. Grades from Latin and Greek courses taken in secondary school, College Board Achievement Tests, the International Baccalaureate, and AP examinations may also be taken into consideration.

The department awards back credit based on AP examinations. Students who earned a score of 4 or 5 on the Latin AP exam may receive 6 units of back credit on completion of Latin 317C with a grade of B or better.

**Computer Science: Advanced Placement**

A score of 4 or 5 on the AB Computer Science AP examination earns 3 units of credit equivalent to CSE 131. A score of 4 or 5 on the A Computer Science AP examination earns 3 units of credit for CSE 131, only if the student passes the CSE 131 placement exam. No credit is given for a score of 3, 2, or 1 on either the A or AB Computer Science AP exam, but students have the option to take the CSE 131 placement exam. 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. Contact the CSE office at 314/935-6160 or cytron@wustl.edu for further information.

**Economics: Advanced Placement, International Baccalaureate, British A-Levels**

A score of 5 on the AP examination in microeconomics or macroeconomics or a score of 7 or 6 on the International Baccalaureate examination places a student into Econ 401 or 402. Completion of Econ 401 or 402 with a B- or better earns 3 units equivalent to Econ 103B or 104B, respectively. A score of 4 on the AP examination allows you to enroll in Econ 401 or 402 or in any 300-level course with an Econ 103B or 104B prerequisite, so long as the other prerequisites, such as calculus, are met; no units of credit are awarded. Bypassing introductory courses may be disadvantageous. If Econ 103B or 104B are bypassed, additional elective is required. See department's Academic Coordinator. A grade of A on the British A-Level examination is awarded 3 units of credit for 103B or 104B contingent upon completion of Econ 401 or 402, respectively, with a B- or better.

**English Composition: Advanced Placement, International Baccalaureate, SAT II, British A-Level**

A score of 5 on the AP examination (Composition or Literature) or a score of 7 on the International Baccalaureate examination earns 3 units of elective credit contingent on completion of E Comp 100 with a grade of



B or better. Engineering students follow a different policy than the one described here and should refer to the school's section on English Composition. No credit or placement is given for the British A-Level examination.

#### **Environmental Studies: Advanced Placement**

A score of 4 or 5 on the Environmental Studies AP examination earns 3 units of elective credit contingent on completion of a 300- or 400-level Environmental Studies course with a grade of B or better.

#### **French: Advanced Placement, International Baccalaureate, British A-Levels, SAT II, University Placement Exam**

A score of 5 on the AP examination (Language or Literature) earns 6 units of credit equivalent to Fr 102D and 201D. Students may enroll in a 300-level course conducted in the language. A score of 4 on the AP examination 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—other than conversation—conducted in the language. A score of 3 on the AP examination earns 6 units of credit equivalent to French 102D and 201D, contingent upon completion of a 300-level course with a grade of B or better—other than conversation—conducted in the language. A grade of A on the British A-Level examination to be awarded 6 units for French 201D with 3 additional units being granted upon completion of a 300-level course (other than conversation). A grade of B on the British A-Level examination to be awarded 3 units upon successful completion of a 300-level course.

Scores from the Modern Language Achievement Test (SAT II) can be used for placement. This exam is taken while in secondary school or in July following graduation. The College Board Bulletin of Information provides complete details as to dates, centers, and instructions for taking the tests. No automatic credit is awarded for the International Baccalaureate exam. Students must take the university placement exam, which is offered prior to the start of fall semester classes. Students who place into and successfully complete higher-level courses can earn up to 6 units of back credit for preceding courses.

#### **German: Advanced Placement, SAT II, International Baccalaureate, British A-Levels, University Placement Exam**

A score of 5 on the AP examination earns 3 units of credit for Ger 102D and 3 units for Ger 210D awarded automatically; students may enroll in a 300-level course: Ger 301D, 302D, 313, 340C (Literature in Translation and German Tutorial). A score of 4 on the AP examination earns 3 units of credit for Ger 102D automatically; an additional 3 units of credit for Ger 210D is awarded upon satisfactory completion of Ger 301D. A score of 3 earns 3 units of credit for Ger 102D and 3 units for Ger 210D, contingent upon satisfactory completion of Ger 301D.

Scores from the Modern Language Achievement Test (SAT II) can be used for placement. This exam is taken while in secondary school or in July following graduation. The College Board Bulletin of Information provides complete details as to dates, centers, and instructions for taking the tests. Students who have completed German courses in the International Baccalaureate or British A-Level program should take the university placement exam. Students who place into and complete these courses with a B– or better will receive the following credit:

Ger 210D—3 units for Ger 102D

Ger 301D—3 units for Ger 102D, and 3 units for Ger 210D

Ger 302D—3 units for Ger 102D, and 3 units for Ger 210D

#### **History: Advanced Placement, International Baccalaureate, British A-Levels**

A score of 4 or 5 on the American History AP examination earns 3 units of credit equivalent to History 163. A score of 4 or 5 on the European History AP examination earns 3 units of credit equivalent to History 102. A score of 4 or 5 on the World History AP examination earns 3 units of credit equivalent to History 164. AP credits fulfill introductory course requirements for the History major and minor. Grades of A or B on the British A-Level examination earn 3 units of elective credit. No credit or placement is awarded for International Baccalaureate.

#### **Italian: International Baccalaureate, University Placement Exam**

Scores from the Modern Language Achievement Test (SAT II) can be used for placement. This exam is taken while in secondary school or in July following graduation. The College Board Bulletin of Information provides complete details as to dates, centers, and instructions for taking the tests. No automatic credit is awarded for the International Baccalaureate exam. Students must take the university placement exam, which is offered prior to the start of fall semester classes. Students who place into and successfully complete higher-level courses can earn up to 6 units of back credit for preceding courses.

#### **Latin: Advanced Placement, International Baccalaureate, British A-Levels, University Placement Exam**

Information about the Advanced Placement for Latin can be found online at [college.artsci.wustl.edu/placement-and-credit](http://college.artsci.wustl.edu/placement-and-credit).

#### **Mathematics: Advanced Placement, International Baccalaureate, British A-Levels, University Placement Exam**

The Mathematics Department gives a placement exam, available online and also during the fall orientation period. We ask that all entering students planning to enroll in a calculus course (except those with an AP score of 5) take the placement exam. This gives

us one more piece of information to try to ensure correct placement into the calculus sequence. Only an AP score of 5 receives automatic credit and placement into the calculus sequence.

Students with scores of 5 on the BC calculus examination are awarded 6 units of credit for Math 131-132 and placed into Math 233. Students with scores of 5 on the AB calculus examination are awarded 3 units of credit for Math 131 and placed into Math 132.

Students with BC scores of 4 are recommended for Math 233; students with AB scores of 4 are recommended for Math 132. Placement for other students is recommended in consultation with an adviser, based on the math department's placement test score and other information in the students' records.

Students with a 5 on the AP statistics examination will receive 3 units of credit for Math 2200.

Upon completing a course in the calculus sequence (Math 131, 132, 233) with a grade of C+ or better, students are eligible to receive credit for the preceding courses in the calculus sequence assuming you do not already have credit for earlier courses (for example, by transfer from another university).

A score of 6 or 7 on the International Baccalaureate exam earns 3 units of credit for Math 131.

British A-Level grades of A and B for Mathematics will be awarded 3 units of credit for Math 131 automatically. An Advanced Level grade of C for Mathematics will only receive credit for Math 131 upon successful completion of Math 132. Advanced Level grades of A and B for Mathematics (further) will be awarded 6 units of credit for Math 131 and Math 132 automatically. An Advanced Level grade of C for Mathematics (further) will only receive credit for Math 131-132 upon successful completion of Math 233 (or for Math 131 contingent on completion of Math 132).

#### **Music: Advanced Placement, International Baccalaureate, British A-Levels, University Placement Examination**

A score of 4 or 5 on the AP examination (theory or literature/listening) or a score of 6 or 7 on the International Baccalaureate earns 3 units of elective credit for students who do not major or minor in music. This credit does not correspond to any specific course. Students must petition the College of Arts & Sciences to have this credit count toward the distribution requirement. This credit does not earn advanced placement in music courses and may not count toward the requirement for music majors and minors.

Instrumental placement is by audition, for which no units of credit are awarded.

#### **Norwegian: International Baccalaureate**

No credit awarded for the International Baccalaureate exam.

#### **Philosophy: International Baccalaureate**

A score of 7 on the higher-level examination of the International Baccalaureate will result in 3 units of credit for Phil 110F.

#### **Physics: Advanced Placement, International Baccalaureate, British A-Levels**

Credit will be awarded according to the following:

**Physics AP B Exam** . A score of 5 on the B exam earns 3 units of elective credit for Physics 113A. No credit is given for scores of 4, 3, 2, or 1.

**Physics AP C Exam** . A score of 5 on the C-Mechanics exam earns 4 units of credit for Physics 117A. A score of 4 on the C-Mechanics exam earns 3 units of credit for Physics 113A. A score of 5 on the C-Electricity & Magnetism exam earns 4 units of credit for Physics 118A. A score of 4 on the C-Electricity & Magnetism exam earns 3 units of credit for Physics 114A. No credit is given for scores of 3, 2, or 1 on either C exam.

**International Baccalaureate Exam** . A score of 7 on the higher-level examination of the International Baccalaureate will earn 3 units of credit for Physics 101A and 3 units of credit for Physics 102A. A score of 6 or 5 on the higher-level examination of the International Baccalaureate will earn 3 units of credit for Physics 101A. No credit is awarded for scores of 4, 3, 2, or 1.

**British A-Level Exam** . A grade of A on the British A-Level physics exam earns 3 units of credit for Physics 113A and 3 units of credit for Physics 114A. A grade of B earns 3 units of credit for Physics 113A.

If you have not taken the AP examination but seek advanced placement and/or credit, you should consult with the department during registration.

#### **Political Science: Advanced Placement**

A score of 4 or 5 on the AP examination (American politics or comparative politics) earns 3 units of undergraduate credit contingent upon completion of a 300- or 400-level course in American or comparative politics at the University with a grade of B or better. AP credit will not count toward the 30 graded units needed for the major but will waive the Political Science 101B/102B requirement.

#### **Psychology: Advanced Placement, International Baccalaureate, British A-Levels**

No credit or placement is awarded for Advanced Placement, International Baccalaureate, and British A-level examinations.

#### **Social Anthropology: International Baccalaureate**

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

**Spanish: Advanced Placement, International Baccalaureate, British A-Levels**

A score of 5 on the AP examination (Language or Literature) earns 6 units of credit equivalent to Span 102D and 201D. Students may enroll in a 300-level course conducted in the language. A score of 4 on the AP examination automatically grants 3 credits for Span 102D, and gives another 3 extra credits for Span 201D contingent upon satisfactory completion of a 300-level course—other than conversation—conducted in the language. A score of 3 on the AP examination earns 6 units of credit equivalent to Span 102D and 201D, contingent upon completion of a 300-level course with a grade of B or better—other than conversation—conducted in the language. A grade of A on the British A-Level examination to be awarded 6 units for Span 201D with 3 additional units being granted upon completion of a 300-level course (other than conversation). A grade of B on the British A-Level examination to be awarded 3 units upon successful completion of a 300-level course.

Scores from the Modern Language Achievement Test (SAT II) can be used for placement. This exam is taken while in secondary school or in July following graduation. The College Board Bulletin of Information provides complete details as to dates, centers, and instructions for taking the tests. No automatic credit is awarded for the International Baccalaureate exam. Students must take the university placement exam, which is offered prior to the start of fall semester classes. Students who place into and successfully complete higher level courses can earn up to 6 units of back credit for preceding courses.

**Statistics: Advanced Placement, International Baccalaureate, British A-Levels, University Placement Exam**

Information about the Advanced Placement for Statistics can be found online at [college.artsci.wustl.edu/placement-and-credit](http://college.artsci.wustl.edu/placement-and-credit).

## About WUSTL: University Policies

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, national origin, gender identity or expression, veteran status, or disability. Present Department of Defense policy governing all ROTC programs discriminates on the basis of sexual orientation; such discrimination is inconsistent with Washington University policy. Inquiries about compliance should be addressed to the University's Vice Chancellor for Human Resources, Washington University, Campus Box 1184, One Brookings Drive, St. Louis, MO 63130.

### Medical Examinations

As an entering student, you must provide medical information to Student Health Services. This will include proof of a skin test for tuberculosis within six months prior to registration and a record of all current immunizations. Specifically, you must provide evidence of immunity to rubeola, rubella, and mumps by providing a physician's statement attesting to either a positive titer or an immunization subsequent to age 15 months.

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

If you are unimmunized, you may be barred from classes and from all University facilities, including housing units, if in the judgment of the University your continued presence would pose a health risk to yourself or to the University community.

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

### Student Conduct

The University Student Judicial Code addresses conduct expectations and discipline procedures for University students. The primary purpose of the behavior expectations set forth in the code is the protection of the campus community and the maintenance of an environment conducive to learning and inquiry.

Disciplinary proceedings are meant to be informal, fair, and expeditious. Charges of nonserious misconduct are heard by the judicial affairs officer. Serious or repeated allegations are heard by the campus-wide University Judicial Board.

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

For a complete copy of the University Student Judicial Code see Bearings, the student handbook, which is published each summer, or visit [www.wustl.edu/policies/judicial.html](http://www.wustl.edu/policies/judicial.html).

### Undergraduate Student Academic Integrity Policy

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

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

### Scope and Purpose

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

The purpose of the statement is twofold:

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

### Violations of this policy include, but are not limited to:

#### 1. Plagiarism

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

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

## 2. Cheating on an examination

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

## 3. Copying or collaborating on assignments without permission

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

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

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

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

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

## 4. Fabrication or falsification of data or records

It is dishonest to fabricate or falsify data in laboratory experiments, research papers, or reports or in any other circumstances; to fabricate source material in a bibliography or "works cited" list; or

to provide false information on a résumé or other document in connection with academic efforts. It is also dishonest to take data developed by someone else and present them as one's own.

Examples of falsification include:

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

## 5. Other forms of deceit, dishonesty, or inappropriate conduct

Under no circumstances is it acceptable for a student to:

- Submit the same work, or essentially the same work, for more than one course without explicitly obtaining permission from all instructors. A student must disclose when a paper or project builds on work completed earlier in his/her 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 his/her 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 teaching assistant 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. Teaching assistants 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, he/she is strongly encouraged to report the misconduct to the instructor, to seek advice from the academic integrity officer of the school or college that offers the course in question, or to address the student(s) directly.

### **Exam proctor responsibility**

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

## **Procedure**

### **Jurisdiction**

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

### **Administrative procedures**

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

### **Student rights and responsibilities in a hearing**

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

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

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

- Deny the charges and request a hearing in front of the appropriate academic integrity officer or committee.
- Admit the charges and request a hearing to determine sanction(s).
- Admit the charges and accept the imposition of sanctions without a hearing.

- Request a leave of absence from the University. The academic integrity matter must be resolved prior to re-enrollment.
- Request to withdraw permanently from the University with a transcript notation that there is an unresolved academic integrity matter pending.

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

- Admit or deny the charge. This will determine the course of action to be pursued.
- Provide truthful information regarding the charges. It is a Student Judicial Code violation to provide false information to the University or anyone acting on its behalf.

## **Sanctions**

### **If found not in violation of the Academic Integrity Policy**

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

### **If found in violation of the Academic Integrity Policy**

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

- Issue a formal written reprimand.
- Impose educational sanctions, such as completing a workshop on plagiarism or academic ethics.
- Recommend to the instructor that the student fail the assignment. (A grade is ultimately the prerogative of the instructor.)
- Recommend to the instructor that the student fail the course.
- Recommend to the instructor that the student receive a course grade penalty less severe than failure of the course.
- Place the student on Disciplinary Probation for a specified period of time or until defined conditions are met. The probation will be noted on the student's transcript and internal record while it is in force.
- In cases serious enough to warrant suspension or expulsion from the University, refer the matter to the University Judicial 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, he/she may appeal to the University Judicial Board within 14 days of the original decision. Appeals are governed by Section VII C of the University Student Judicial Code.

## Records

### Administrative record-keeping responsibilities

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

Additionally, each school's academic integrity officer shall make a report of the outcome of every formal accusation of student academic misconduct to the Director of University Judicial Programs, 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 University Judicial Board, the person in charge of administering the hearing shall query the Director of Judicial Programs about the student(s) accused of misconduct. The Director shall provide any information in his/her 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.

## Statement of Intent to Graduate

You are required to file an Intent to Graduate at WebSTAC prior to the semester in which you intend to graduate. Additional information is available in your dean's office and in the Office of Student Records.

## 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 Student Records and the University website.

Transcript requests may be submitted to the Office of Student Records through WebSTAC. Instructions and additional information are available online at [StudentRecords.wustl.edu](http://StudentRecords.wustl.edu).

## About WUSTL: Tuition & Fees

### Tuition

Washington University relies on tuition income to pay more than 60 percent of 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 2010-11 academic year is \$19,700 per semester for full-time study. Full-time study is considered to be 12 to 18 units. If you enroll in more than 21 units per semester, you will pay additional tuition of \$1,642 for each credit unit beyond the 21. Freshman and sophomore architecture students who wish to enroll in more than 18 units per semester must have permission of the dean or associate dean and pay additional tuition of \$1,642 for each credit beyond 18. Junior- and senior-year architecture students who wish to enroll in more than 16 units must have the permission of the dean or associate dean of the College of Architecture.

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

If you cannot afford to pay the full tuition bill, you should explore the University's extensive financial assistance opportunities, which are described in the Financial Support section of this Bulletin.

Many families prefer to pay educational expenses on a monthly basis. The interest-free monthly payment plan, TuitionPay, 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) 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 section of this Bulletin.

Your 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 your registration.

### Fees

**Student Activities:** The mandatory student activities fee is 1 percent of tuition; for the 2010-11 academic year, it is \$197 per semester. This special fee may vary from year to year. You may obtain information about the fee from the Office of Student Activities.

**Student Health:** Washington University has a student health fee designed to improve the health and wellness of the entire Washington University community. The student health fee of \$287.50 is billed to the student tuition statement each semester. Students are automatically enrolled in the plan at the time of registration. More information about the fee and the plan is available at [shs.wustl.edu](http://shs.wustl.edu).

**Late Registration:** You may register for classes through the end of the second week of the semester. If you register after the second week, you must do so in person in the Dean's Office, and you may be assessed a late registration fee of \$100 per week. A 5 percent late payment fee also may 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 \$30. Part-time engineering students will incur a late fee of \$50 per week.

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

### Enrollment Deposit

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

### Withdrawals from the University and Refunds

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

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

<i>Withdrawal Date</i>	<i>Refund</i>
1st or 2nd week of classes	100%



3rd or 4th week of classes	80%
5th or 6th week of classes	60%
7th or 8th week of classes	50%
9th or 10 week of classes	40%
After 10th week of classes	0%

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

If a medical condition makes attendance for the balance of the semester impossible or medically inadvisable, the University will make a pro rata tuition refund, as of the date of withdrawal when that date occurs prior to the 12th week and the condition is verified by the Student Health Services or a private physician. The date of withdrawal may correspond to the date of hospitalization or the date on which the medical condition is determined.

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

An example of a typical refund calculation can be obtained from Student Financial Services.

## **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.

## About WUSTL: Financial Support

Washington University bases most financial assistance on a careful assessment of two factors: financial need and academic promise. The University offers a limited number of academic scholarships and fellowships based solely on academic merit. You may apply for both kinds of support simultaneously. Other financing options and innovative plans, such as the Partners in Education with Parents and TuitionPay, the monthly payment plan, assist students and parents in financing the University's costs.

About 60 percent of Washington's undergraduates receive need-based financial assistance, which is offered in combinations of scholarships and grants, long-term subsidized loans, and in many cases, part-time campus employment.

Your financial circumstances are considered individually in the financial assistance process. In evaluating the extent of each applicant's need, the University considers many factors besides family income, such as the number of children in your family, the number in college at the same time, and unusual medical expenses. When you apply for financial assistance, you are considered for all types of assistance—grants, 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.

**Veterans.** If you are seeking benefits from the Veterans Administration, you should contact the Office of Student Records at [StudentRecords.wustl.edu](mailto:StudentRecords.wustl.edu).

### Scholarship Funds

Many scholarship funds, which are administered by Washington University, are provided by generous donors to assist the University in supporting financially needy and deserving students. These scholarships are included in financial assistance awards, and a separate application is not required. For scholarship information, please visit the Admissions website at: <http://admissions.wustl.edu/scholarships/Pages/default.aspx>.

In addition, general scholarship funds are available to undergraduates in any school. Qualifying for one or more of these scholarships does not affect eligibility for other scholarship support. Please visit each school's section of this Bulletin or the school website for more information on scholarships.

### Army ROTC Scholarships

High school seniors may compete for four-year Army Reserve Officers' Training Corps (ROTC) scholarships; college students, for three- and two-year scholarships. These scholarships are awarded based on merit. Army ROTC scholarships provide the full amount of tuition and mandatory fees for undergraduate study at Washington University. Army ROTC scholarships also

include support for textbook purchases and a monthly allowance during the period the student is in school on scholarship status. Some students who receive Army ROTC scholarships also receive stipends from the University for room and board. The source of the student's stipend will be the University, federal, or state government, or other scholarships, depending on the student's eligibility for assistance. For more information, write the Military Science Department, Washington University in St. Louis, Campus Box 1206, One Brookings Drive, St. Louis, MO 63130-4899, or call 314/935-5521, or visit the Washington University Army ROTC website at [www.rotc.wustl.edu](http://www.rotc.wustl.edu). The Four-Year Scholarship application may be submitted through the Army ROTC National Headquarters website, [www.goarmy.com/rotc/](http://www.goarmy.com/rotc/).

### Air Force ROTC Scholarships

High school seniors may compete for four-year AFROTC scholarships, which cover up to full tuition at Washington University, plus a stipend and allowance for books. Extensive information and the electronic application portal can be found at [www.afrotc.com](http://www.afrotc.com). Informational interviews may be requested by serious students.

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

### Corporation Awards to Children of Employees

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

### Loans

In addition to privately sponsored loan programs, Washington University participates in the federal student and parent loan programs. These loans provide reasonable interest rates and long-term repayment schedules; they make attendance possible for many of the University's students.

### Partners in Education with Parents (PEP)

Partners in Education with Parents (PEP) is an innovative multiple-option program financed and operated by Washington University to help parents to pay University charges—tuition, fees, and 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, or Annual Option.

The PEP Multiyear Option allows families to borrow one initial amount at the start of the freshman year to cover all, or part of, all four years of tuition, fees, and room and board charges. This option freezes the charges covered by PEP at the freshman-year rate, based on the percentage of costs covered by the PEP (participation rate). Families can benefit from the competitive, low-cost 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, and room and board charges for all four undergraduate years at the freshman-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. You can also choose to prepay a portion of the charges and borrow the rest from Washington University. This combination works well for parents who may have saved for a portion or most of their student's college expenses and who want to take advantage of the benefit of increasing their participation rate by using PEP to finance the remaining charges.

If the family prefers to borrow for college costs one year at a time, then the PEP Annual Option might be their best choice. Each year they can borrow an amount up to or equal to that year's tuition, fees, and 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 or Annual Options requires no security or collateral from participants. A prospective participant must have a good credit rating and provide evidence of being able to meet the required monthly payments to be approved for a loan.

More information about Partners in Education with Parents is available from Student Financial Services, Washington University in St. Louis, Campus Box 1041, One Brookings Drive, St. Louis, MO 63130-4899; 314/935-4139 or 1/800/468-0569, fax 314/935-4037; e-mail: [financial@wustl.edu](mailto:financial@wustl.edu); or the website at [http://sfsweb.wustl.edu/sfs/parents/financing\\_options.aspx](http://sfsweb.wustl.edu/sfs/parents/financing_options.aspx).

## TuitionPay (Monthly Payment Plan)

TuitionPay, the monthly payment plan, provides for the payment of total annual University charges—tuition, fees, and room and board—in 10 or 9 monthly installments. Information about this

plan is provided to all admitted students or may be obtained directly from Student Financial Services. For details, visit <http://sfsweb.wustl.edu/sfs/parents/tuitionpay.aspx>.

## Federal Work-Study

If you apply for financial assistance, you are considered for the Federal Work-Study program (FWS). FWS employees work an average of 10 to 12 hours a week on campus and typically earn \$2,000 over the course of the academic year.

## About WUSTL: University Affiliations

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Washington University is a member of the Association of American Universities, the American Council on Education, the College Board, and the Independent Colleges and Universities of Missouri. We also are a member of and accredited by the North Central Association of Colleges and Secondary Schools (<http://www.ncahlc.org/> or 312/263-0456).

The College of Arts & Sciences is a member of the Association of American Colleges. Degrees in education offered by Arts & Sciences are accredited by the National Council for Accreditation of Teacher Education. 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 of Architecture & Urban Design's Master of Architecture degree is accredited by the National Architectural Accreditation Board (NAAB). The College of Art is a founding member of, and is accredited by, the National Association of Schools of Art and Design. The Mildred Lane Kemper Art Museum is nationally accredited by the American Association of Museums (AAM). The Olin Business School is a charter member of the Association to Advance Collegiate Schools of Business International (1921). In the School of Engineering & Applied Science, many of the professional degrees are accredited by the Accreditation Board for Engineering and Technology. The University Libraries are a member of the Association of Research Libraries.

Washington University also is a member of Argonne Universities Association, the organization that coordinates the use of research facilities at Argonne National Laboratory.

# About WUSTL: Reserve Officers Training Corps (ROTC)

## Air Force ROTC — Aerospace Studies

### Professor

**Michael R. Hargis**

Lt. Col., U.S.A.F.

**Military Aerospace Science.** Our Core Values: Integrity First, Service Before Self, Excellence In All We Do. Air Force operations are currently conducted in the technologically demanding environments of air, space, and cyberspace.

AFROTC is a four-year officer development program, producing the leaders of tomorrow's Air Force. The program's purpose is to train and develop outstanding college students to earn commissions as U.S. Air Force Officers. Numerous Washington University students have participated in Air Force ROTC and gone on to distinguish themselves as Air Force aviators, engineers, physicians, and astronauts.

In AFROTC, Washington University students have the opportunity to be challenged within a unique leadership environment, with the potential to earn a commission as a second lieutenant. First-year participation in Air Force ROTC is available to all Washington University students and will not obligate a student to serve in the U.S. Air Force.

Air Force ROTC attracts the very best and brightest college students. The categorization of officer candidates within Air Force ROTC is based upon competitive selection criteria.

For more information, contact the AFROTC Detachment 207 in St. Louis at 314/977-8227 or [www.slu.edu/organizations/afrotc](http://www.slu.edu/organizations/afrotc); or 1-888-4-AFROTC or [www.afrotc.com](http://www.afrotc.com).

For AFROTC scholarship information, see the Scholarship page of this Bulletin.

## Army ROTC

**Military Science.** Army ROTC is a program that develops leadership, management, and training skills regardless of your career plans. Those who successfully complete the program will earn a commission as a second lieutenant in the U.S. Army, Army Reserve, or Army National Guard.

All students are eligible to participate in Army ROTC courses. Introductory courses are available in which you will develop confidence, self-esteem, and motivation. The intent is to develop and refine your leadership traits and skills to ensure success. Instruction also includes the role of the military in national defense strategy. Once you accept a scholarship or enter the advanced courses (300 and 400 levels), you incur a military obligation. Military Science course work taken in the Army ROTC program does not count toward the A.B. degree in the College of Arts

& Sciences. For more information, write the Military Science Department, Washington University in St. Louis, 700 Rosedale Ave., Suite 1120, St. Louis, MO 63112, or call 314/935-5521, or visit the Washington University Army ROTC website at [www.rotc.wustl.edu](http://www.rotc.wustl.edu).

For Army ROTC scholarship information, see the Scholarship page of this Bulletin.

## Air Force ROTC — Aerospace Studies

### 102 MAIR 102. Foundations of the United States Air Force II

A survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, group leadership problems, and an introduction to communication skills. Leadership Laboratory is mandatory for Air Force ROTC cadets, and it complements this course by providing students with followership experiences and prepares them for field training. Classroom activity, one hour per week; Leadership Laboratory two hours per week. Aerospace Studies courses (AES 101 through AES 202) are basic courses designed to acquaint students with the United States Air Force and the opportunities available as an officer.

Credit 2 units.

### 102 MAIR 201. Evolution of USAF Air & Space Power I

A survey course concerned with the beginnings of manned flight and the development of aerospace power in the United States, including the employment of air power in World War I, World War II, 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 (AES 101 through AES 202) are basic courses designed to acquaint students with the United States Air Force and the opportunities available as an officer.

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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 (AES 101 through AES 202) are basic courses designed to acquaint cadets with the United States Air Force and the opportunities available as an officer.  
Credit 2 units.

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**I02 MAIR 301. Air Force Leadership Studies, Principles of Leadership & 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 (AES 301 through AES 402) are advanced courses designed to improve communication and management skills required of Air Force officers.  
Credit 3 units.

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**I02 MAIR 302. Air Force Leadership Studies, Principles of Leadership & Management II**

This course continues the study in the anatomy of leadership, the need for quality and management leadership, the role of discipline in leadership situations and the variables affecting leadership. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts. Cadets deal with actual problems and complete projects associated with planning and managing the Leadership Laboratory. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving cadets opportunities to apply leadership and management principles of this course. Classroom activity, three hours per week; Leadership Laboratory two hours per week. Aerospace Studies courses (AES 301 through AES 402) are advanced courses designed to improve communication and management skills required of Air Force officers.  
Credit 3 units.

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**I02 MAIR 401. National Security Studies and Preparation for Active Duty I**

Cadets learn about the role of the professional military leader in a democratic society; societal attitudes toward the armed forces; the requisites for maintaining adequate national defense structure;

the impact of technological and international developments on strategic preparedness and the overall policy-making process; and military law. In addition, cadets study topics that will 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 (AES 301 through AES 402) are advanced courses designed to improve communication and management skills required of Air Force officers.  
Credit 3 units.

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**I02 MAIR 402. National Security Studies and Preparation for Active Duty II**

Cadets learn about the role of the professional military leader in a democratic society; societal attitudes toward the armed forces; the requisites for maintaining adequate national defense structure; the impact of technological and international developments on strategic preparedness and the overall policy-making process; and military law. In addition, cadets study topics that will 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 (AES 301 through AES 402) are advanced courses designed to improve communication and management skills required of Air Force officers.  
Credit 3 units.

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## Army ROTC

**I25 MILS 101C. Introduction to Army ROTC**

Make your first new peer group at college one committed to performing well and enjoying the experience. Increase self-confidence through team study and activities in basic drill, physical fitness, rappelling, leadership reaction course, first aid, presentation making, and basic marksmanship. Learn fundamental concepts of leadership in a profession in both classroom and outdoor laboratory environments.  
Credit 2 units.

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**I25 MILS 102C. Introduction to Leadership**

Learn and apply principles of effective leading. Reinforce self-confidence through participation in physically and mentally challenging exercises with upper division ROTC students. Develop



communication skills to improve individual performance and group interaction. Relate organizational ethical values to the effectiveness of a leader.

Credit 2 units.

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#### **I25 MILS 201C. Self/Team Development**

Learn and apply ethics-based leadership skills that develop individual abilities and contribute to the building of effective teams of people. Develop skills in oral presentations, writing concisely, planning of events, coordination of group efforts, advanced first aid, land navigation, and basic military tactics. Learn fundamentals of ROTC's Leadership Development Program.

Credit 3 units.

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#### **I25 MILS 202C. Individual/Team Military Tactics**

Introduction to individual and team aspects of military tactics in small unit operations. Includes use of radio communications, safety assessments, movement techniques, team safety/security planning, and methods of pre-execution checks. Practical exercises with upper division ROTC students. Learn techniques for training others as an aspect of continued leadership development.

Credit 3 units.

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#### **I25 MILS 301C. Leading Small Organizations I**

Series of practical opportunities to lead small groups, receive personal assessments and encouragement, and lead again in situations of increasing complexity. Uses small unit defensive tactics and opportunities to plan and conduct training for lower-division students both to develop such skills and as vehicles for practicing leading.

Credit 3 units.

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#### **I25 MILS 302C. Leading Small Organizations II**

Continues methodology of Military Science 301C. Analyze tasks; prepare written or oral guidance for team members to accomplish tasks. Delegate tasks and supervise. Plan for and adapt to the unexpected in organizations under stress. Examine and apply lessons from leadership case studies. Examine importance of ethical decision making in setting a positive climate that enhances team performance.

Credit 3 units.

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#### **I25 MILS 401C. Leadership Challenges and Goal-Setting**

Plan, conduct, and evaluate activities of the Army ROTC cadet organization. Articulate goals and put plans into action to attain them. Assess organizational cohesion and develop strategies to improve it. Develop confidence in skills to lead people and manage resources. Learn and apply various Army policies and programs in this effort.

Credit 3 units.

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#### **I25 MILS 402C. Transition to Lieutenant**

Continues the methodology from Military Science 401C. Identify and resolve ethical dilemmas. Refine counseling and motivating techniques. Examine aspects of tradition and law as it relates to leading as an officer in the Army. Prepare for a future as a successful Army lieutenant.

Credit 3 units.

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## Architecture

### Sam Fox School of Design & Visual Arts

The Sam Fox School of Design & Visual Arts 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.

### 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 you plan to study architecture, you 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, you must have a broad liberal arts education. This base of cultural understanding and critical thinking is combined with a curriculum that focuses intensely on the study of architecture.

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

### Architecture at Washington University

Washington University established the Department of Architecture as part of the School of Engineering and Architecture in 1902. The School of Architecture became an independent division of the University in 1910.

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

In 1967, the School of Architecture became one of the first schools in the United States to offer a pioneering six-year joint-degree (Bachelor of Arts and Master of Architecture) program. The 4+2 program now leads to a thorough four-year Bachelor of Science in Architecture degree, followed by two years of graduate study for the accredited professional Master of Architecture degree.

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

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

### Undergraduate Degree Programs

The College of Architecture offers four-year undergraduate degree programs leading to either a Bachelor of Science in Architecture degree or a Bachelor of Arts degree with a major in architecture. These degrees are valuable for their flexible and broad-based curricular nature, founded deeply on the study of the arts and sciences, with a gradually intensifying focus on the study of architecture. For those wishing a vigorous, humanistic, open-ended undergraduate education, these degrees offer a foundation in the field of architecture as preparation for continued education in a professional degree program, employment options in architecturally related areas, or opportunities and accomplishment in any field valuing innovative, synthetic, conscientious thought and work.

Both undergraduate degrees are conferred by the College of Arts & Sciences. The requirements for both degree programs are the same through the 300 level (typically the junior year).

The first and second years of study are spent taking courses in the College of Arts & Sciences and completing introductory design studios and architecture history (100 and 200 levels) in the College of Architecture. The third year of study, common to both undergraduate degree programs, is an intensive year of architec-



tural design studios, supported by course work in graphics (from conventional hand-drawing techniques to digital rendering), architectural history, theory, and building technologies.

At the conclusion of the 300-level course work, students have several options. Satisfactory completion of the 300-level course work qualifies you for the Bachelor of Arts degree with a major in architecture. You can continue to take selected course work in the College of Architecture, including the 400-level architectural design studios. But you may also elect to devote your final year's course work at Washington University to further study in the College of Arts & Sciences or other schools at the University, to participation in a term of study abroad, or to completion of a minor course of study or even a second major course of study (see Combined Studies).

Students may also elect to pursue more thorough advanced studies in architecture in their senior year, in a curriculum constituted by 400-level architectural design studios, structural analysis and design, and specific architectural history, theory, and urban issues seminars. Combined study options are also possible in this curriculum. Satisfactory completion of the full 400-level curriculum qualifies you for the Bachelor of Science in Architecture degree.

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 will apply to three-year Master of Architecture programs (see Graduate Degree Programs).

If you enter the College of Architecture as a first-year student, you may complete both the bachelor's and the master's programs in minimum of six years, in a professional degree structure called the 4+2. Using the Bachelor of Science in Architecture degree as the initial basis, the 4+2 curriculum we offer allows you to spend four years as an undergraduate and two years as a graduate student in the Master of Architecture curriculum (see the 4+2 Program information).

Further information on the particular requirements and curricular structures of the undergraduate degree programs is listed below.

## Combined Studies

Washington University offers you the option to study across disciplines and to take advantage of the wide range of courses available. You may choose to major in architecture and minor in another subject; you may major in architecture and choose a second major in another area within the College of Arts & Sciences; or you may major in architecture and choose a second major in an area from a different undergraduate school.

## Special Programs and Resources

### Cooperative (3+4) Program

You may participate in one of the College of Architecture's cooperative programs designed for students who wish to obtain their undergraduate education at another college while preparing for architectural studies at Washington University.

In this program, you spend the first three undergraduate years at one of the participating colleges or universities. During the senior year, you attend Washington University, where you take courses in architecture, for which the credit is transferred back to your school to meet the requirements for your undergraduate degree. You may then apply for admission to Washington University's graduate program in architecture. If accepted, you will spend three years completing the Master of Architecture.

The College of Architecture offers a cooperative 3+4 program with Adrian College, Adrian, Michigan; Agnes Scott College, Decatur, Georgia; The American College of Greece, Aghia Paraskevi Attikis, Greece; Augustana College, Sioux Falls, South Dakota; Baylor University, Waco, Texas; Central University of Iowa, Pella, Iowa; Coe College, Cedar Rapids, Iowa; Colgate University, Hamilton, New York; the College of Wooster, Wooster, Ohio; Cornell College, Mount Vernon, Iowa; Earlham College, Richmond, Indiana; Grinnell College, Grinnell, Iowa; Hobart and William Smith Colleges, Geneva, New York; Knox College, Galesburg, Illinois; Macalester College, St. Paul, Minnesota; Monmouth College, Monmouth, Illinois; Nebraska Wesleyan University, Lincoln, Nebraska; Principia College, Elmhurst, Illinois; University of Missouri, Columbia and St. Louis, Missouri, campuses; and Webster University, St. Louis, Missouri.

### Study Abroad

A summer Architecture Study Abroad Program (Arch 484A) is available for sophomores and juniors in the College of Architecture. This six-week, six-credit program takes students through significant European or South American cities, in a directed curriculum of urban and building analysis and appreciation. In the spring semester of the sophomore year, architecture students may apply for the College's junior year, spring semester architecture program in Florence, Italy. In the fall of the senior year, architecture students can study a full architecture curriculum with the Denmark International Studies program in Copenhagen, Denmark. These course credits are approved for full transfer to degree studies in the College of Architecture. For more information, contact the Office of the Dean in the College of Architecture.

As an architecture student, you are eligible to participate in the University's study abroad programs.

## Independent Study

Opportunities for independent study are available to all graduate and undergraduate students. Registration in an independent study course requires sponsorship by an instructor and permission of the dean. A maximum of 5 units (graduate students), 3 units (juniors and seniors), and 1 unit (freshmen and sophomores) may be taken per semester. Independent study courses cannot replace architectural design studios or other required courses. An independent study proposal sheet approved by a faculty sponsor must be submitted to the Office of the Dean at registration time.

## Summer School

The College of Architecture offers a limited number of courses during the summer, primarily Arch 447A-448A Structural Principles I and II.

## Continuing Education

Continuing education occurs in two areas within the College of Architecture: (1) the part-time evening Architectural Technology Program, and (2) the seminar and conference division.

The Architectural Technology Program allows students working full-time to pursue a Certificate in Architectural Technology or a Bachelor of Technology part-time during evenings and on Saturdays. Although most students in the program already work in the architecture profession, some students with nontechnical backgrounds also participate in the program.

## Certificate in Architectural Technology

This 60-unit certificate program, which may be completed on a part-time basis over a four-year period, is designed to meet the needs of the architectural technician. Most courses involve problem-solving projects similar to those encountered daily by architects in the built environment.

Courses assigned to any one year may be taken in an earlier year provided the necessary prerequisites have been fulfilled. Other courses may be substituted for required courses based on your prior work experience. The architectural technology courses are not designed for students in the regular full-time degree programs because the focus of the courses is mostly technical.

The final 20 units of the certificate program must be completed at the University; exemption from this regulation must be approved by the dean.

## Bachelor of Technology in Architecture

This degree program requires 120 units of course work, including completion of the Certificate in Architectural Technology and the courses of concentration and respective electives. This degree may be completed on a part-time basis.

The Bachelor of Technology degree program differs from the full-time day school bachelor's degree programs. It is based on a core of technological studies to train students in the areas of project implementation and production communication. The two programs are similar in that they offer an overall balanced education in preparation for application and admission into professional-level graduate study. Upon completion of this program, you may apply for admission to the Graduate School of Architecture & Urban Design.

You may obtain a complete description of the continuing education programs from the Architectural Technology Office, Givens Hall, Room 106, Campus Box 1079, One Brookings Drive, St. Louis, MO 63130-4899, or call 314/935-6227.

## Graduate Degree Programs

The Graduate School of Architecture & Urban Design's degree programs include a range of curricula for students with a variety of educational backgrounds, professional degree needs, and career ambitions.

Most states require that an individual intending to become an architect hold an accredited professional degree. The National Architectural Accrediting Board (NAAB) accredits two types of degrees: (1) the Bachelor of Architecture (not offered by this College of Architecture), which requires a minimum of five years of study, and (2) the Master of Architecture, which requires a minimum of three years of study following an unrelated bachelor's degree or two years of study following a related preprofessional bachelor's degree. These professional degrees are structured to educate those who aspire to registration/licensure as architects.

The Graduate School's Master of Architecture degree (M.Arch. 3 and M.Arch. 2 programs) is an NAAB-accredited professional degree. The School's NAAB-accreditation status was evaluated and confirmed in the spring of 2005.

## Master of Architecture Degree

Students holding bachelor's degrees in fields other than architecture are invited to apply to the Graduate School's accredited professional M.Arch. 3 degree program. Elementary calculus and physics are required as prerequisites for enrollment. While the curriculum typically spans seven semesters, you may complete this professional studies program in a minimum of three years including two summers.

Students with the Bachelor of Arts degree with a major in architecture, including studios at both the 300 and 400 levels, or the equivalent, are placed within the M.Arch. 3 curriculum on the basis of their previous design studio experience and overall academic record.

The Graduate School of Architecture & Urban Design welcomes graduates of other schools with the undergraduate degrees in architecture (Bachelor of Science in Architecture) or the equivalent as candidates for the accredited professional Master of Architecture degree program (M.Arch. 2). This curriculum typically spans four semesters.

Postgraduate programs, for students already possessing accredited professional degrees (Bachelor of Architecture or the equivalent), include the three-term M.Arch. 1 degree curriculum, or the Master of Urban Design degree program.

### **Master of Urban Design Degree**

Students with a professional degree or the equivalent in architecture, urban planning, or landscape architecture may apply for admission to the program leading to the Master of Urban Design degree. This degree is awarded upon completion of a three-term graduate curriculum devoted to urban design in metropolitan conditions.

### **Master of Landscape Architecture Degree**

In the fall of 2010, the College and Graduate School of Architecture & Urban Design at Washington University in St. Louis will launch a new graduate program in landscape architecture leading to a professional Master of Landscape Architecture (M.L.A.). Two- and three-year degree options will accommodate students with design and other undergraduate degrees. The landscape program will further develop cross-disciplinary connections among architecture, urban design, and visual arts in the Sam Fox School of Design to grant M.L.A.U.D. and M.L.A./M.Arch. degrees.

This new program in landscape architecture will focus on the three subjects of design, ecology, and urbanism. The transformative process of design—linking cultural, historical, and technological investigations—will form the pedagogical basis for research. Ecology will inform design practice to address a multiplicity of scales and natural systems within the environment. Urbanism will serve as a terrain of contemporary landscape practice. As heirs to design, ecological, and urban traditions, landscape architects are uniquely suited to articulate a spatial vision for today's environment. This three-pronged approach is geared to develop the students' critical and conceptual abilities, and prepare them to become leaders within professional and academic spheres.

The curriculum will be centered around studio teaching supported by instruction in technology, history, and theory. Following the core sequence of design studios and classes, students will be encouraged to develop their own research interests through advanced design studios and electives. Interdisciplinary and international option studios will foster a multiplicity of perspectives leading to a research-based degree project (thesis or independent study). In

addition, students will have opportunities to further their investigations within and beyond the school through teaching and research assistantships and scholarships.

The landscape architecture program draws on a unique set of institutional, regional, and international resources available at the Sam Fox School. St. Louis will function as a laboratory for understanding and testing ecological and urban theories at the local scale, from brownfield reclamation to urban agriculture systems. Washington University's outstanding programs in environmental studies, environmental engineering, and American Cultural Studies will expand curricular offerings in ecology, technology, and landscape studies, and the internationally renowned Missouri Botanical Garden will serve as an exceptional tool of research and teaching. Finally, through the extensive international offerings of the school in Barcelona, Buenos Aires, Helsinki, Seoul, and Tijuana, students will be able to experience different landscapes, cultures, and cultures of practice.

### **Combined Degree Programs**

The Graduate School of Architecture & Urban Design offers the following combined degree programs at the graduate level:

- Bachelor of Science in Civil Engineering—Master of Architecture
- Master of Architecture—Master of Urban Design
- Master of Architecture—Master of Business Administration
- Master of Architecture—Master of Social Work
- Master of Architecture—Master of Construction Management
- Cooperative 3+4 Program

Information on these combined degree programs can be obtained from the respective school's Office of Graduate Admissions. In all cases, application must be made separately to each graduate or professional program.

### **Information and Applications**

An application to the graduate programs should include a portfolio of student work in the visual arts (drawing, painting, sculpture, etc.) or architectural design work if you have completed architectural design studio courses, along with your transcript or record from the institution you attended, and letters of recommendation. The Test of English as a Foreign Language (TOEFL) is required of international applicants along with verification of availability of funds.

For more information about graduate degree programs and requirements, contact the Director of Graduate Admissions, Graduate School of Architecture & Urban Design, Sam Fox School of Design & Visual Arts, Washington University in St. Louis, Campus Box 1079, One Brookings Drive, St. Louis, MO 63130-4899, or send e-mail to: [wuarch@samfox.wustl.edu](mailto:wuarch@samfox.wustl.edu).

## Dean

### Bruce Lindsey

E. Desmond Lee Professor for Community Collaboration  
A.I.A., M.Arch., Yale University

## Director, Graduate School of Architecture & Urban Design

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M.Arch., Oregon School of Architecture and Allied Arts

## Director, Undergraduate Program

### Iain A. Fraser

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## Chair, Master of Urban Design Program

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Rebecca and John Voyles Professor of Architecture  
M.S., Columbia University

### Cristof Jantzen

I-CARES Professor of Practice  
M.Arch., Southern California Institute of Architecture

### Adrian Luchini

Raymond E. Maritz Professor of Architecture  
M.Arch., Harvard University

### Robert McCarter

Ruth & Norman Moore Professor  
M.Arch., Columbia University

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### Eric Mumford

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### Sung Ho Kim

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### Zeuler Lima

Ph.D., Universidade de São Paulo

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### Heather Wofter

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**Catalina Freixas**

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M.Arch., Washington University

**George Johannes**

M.Arch., Washington University

**Richard Janis**

M.Arch., Washington University

**Don Koster**

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**Gay Goldman Lorberbaum**

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**Esley Hamilton**

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**Michael Naucus**

**Elise Newman**

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**Sheldon S. Helfman**

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**Leslie J. Laskey**

**Donald Royse**

**Carl Safe**

**Thomas L. Thomson**

**Dean Emeritus**

**Constantine E. Michaelides**

FAIA

## 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:

Course	Units
Arch 311. Architectural Design I	6
Arch 312. Architectural Design II	6
Arch 321A. Architectural Representation I	3
Arch 321B. Architectural Representation II	3
Arch 3283. Architectural History I	3
Arch 3284. Architectural History II	3
Arch 333. Case Studies in 20th-Century Architecture	3
Arch 346. Building Systems I	3
<b>Total units</b>	<b>30</b>

### Bachelor of Science in Architecture Degree

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

Course	Units
Arch 311. Architectural Design I	6
Arch 312. Architectural Design II	6
Arch 411. Architectural Design III	6
Arch 412. Architectural Design IV	6
Arch 3283. Architectural History I	3
Arch 3284. Architectural History II	3
Arch 333. Case Studies in 20th-Century Architecture	3
Arch 346. Building Systems I	3
Arch 447A. Structures I	3
Arch 448A. Structures II	3
<b>Total units</b>	<b>42</b>

Additionally, Bachelor of Science in Architecture candidates are required to complete at least one course from the following:

Course	Units
Arch 546C. Climate and Light	3
Arch 552B. Site Planning	3

and to complete at least one architectural elective from the following groups:

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

## The Minor in Architecture

**Units required:** 18

### Required courses:

6 units minimum of introductory design chosen from the following:

Arch 111. Introduction to Design Processes I  
 Arch 112. Introduction to Design Processes II  
 Arch 211. Introduction to Design Processes III  
 Arch 212. Introduction to Design Processes IV  
 Arch 209. Design Processes

3 units minimum of history chosen from the following:

Arch 3283. Architectural History I  
 Arch 3284. Architectural History II

**Elective courses:** 3 units chosen from the following:

Arch 111A. Introduction to Architecture I  
 Arch 112A. Introduction to Architecture II  
 Arch 211A. Issues in Design II  
 Arch 212A. Issues in Design II  
 Arch 302. Freehand Drawing  
 Arch 333. Case Studies in 20th-Century Structure  
 Other elective courses as approved by the Associate Dean

### Additional Information

Students should check the current course descriptions carefully to verify their eligibility to enroll in courses that have specific prerequisites.

#### A46 ARCH 111. Intro to Design Processes I

This is the first semester of a two-semester sequence that includes both 2-dimensional and 3-dimensional work each semester. Two-dimensional work includes freehand drawing, various methods of representation of form and space, graphic design, and layout. Three-dimensional work includes issues of problem definition, problem solving, materials, structure, fracture, spatial relationships, and systematic processes of design. Students alternate between 2- and 3-dimensional work and develop connections between them. Concurrent registration in Arch 111A required for Architecture students. Nonarchitecture students must receive permission of the Associate Dean of the School of Architecture. Section 01.  
 Credit 3 units.



**A46 ARCH 111A. Introduction to Architecture I**

Lectures examining historical, theoretical, and professional perspectives in architecture.

Credit 1 unit.

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**A46 ARCH 112. Intro to Design Processes II**

This is the second semester of a two-semester sequence that includes both 2-dimensional and 3-dimensional work each semester. Two-dimensional work includes freehand drawing, various methods of representation of form and space, graphic design, and layout. Three-dimensional work includes issues of problem definition, problem solving, materials, structure, fracture, spatial relationships, and systematic processes of design. Concurrent registration in Arch 112A required for architecture students. Nonarchitecture students must receive permission of the Associate Dean of the School of Architecture.

Credit 3 units.

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**A46 ARCH 112A. Introduction to Architecture II**

Lectures examining historical, theoretical, and professional perspectives in architecture.

Credit 1 unit.

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**A46 ARCH 121. Community Building, Building Community (Hewlett Program)**

Using St. Louis as the starting point, and through extensive walking tours and discussions, the course gradually reveals to students an interrelated set of histories that have given shape both to St. Louis specifically and to American metropolitan landscapes generally. The walking tours take something of a core sample of St. Louis, both geographically and historically. Along the core sample, the students encounter communities old and new, large and small, rich and poor, rising and falling, heterogeneous and homogeneous, successful and unsuccessful, flourishing and devastated. Through these tours and readings and discussions, crucial questions concerning the ethics of architecture within larger social and ethical frameworks begin to take shape. The students' firsthand observations and reading are further reinforced and challenged through visits with and/or reviews by a wide range of people from the various communities—people who collectively represent not just a wide range of opinions, but often diametrically opposed opinions, as well. Architects build walls, literally and figuratively, and this course explores what happens on the other side of the wall, literally and figuratively, and how the act of building in the middle of people's lives—and questions of where, how, and for whom—affect and are affected by the people on both sides of the wall. CBTL course.

Credit 3 units.

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**A46 ARCH 209. Design Process**

Open to Engineering and Arts & Sciences students at all levels. Studio course engages students in the process of design with an emphasis on creative thinking. Course content relates directly to the interests of engineers and all liberal arts students who wish to problem solve about shaping the texture and quality of the built world. No technical knowledge or special drawing skills are required.

Credit 3 units.

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**A46 ARCH 211. Intro to Design Processes III**

Exploration of basic design and architectural principles emphasizing the fundamentals of architectural space, conception and realization, materials, and technique. Refinement of 2-dimensional and 3-dimensional means of representation. Nonarchitecture students must receive permission of the Associate Dean of the School of Architecture.

Credit 3 units.

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**A46 ARCH 211A. Issues in Design I**

Conceptual, theoretical, and historical perspectives in design and architecture.

Credit 1 unit.

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**A46 ARCH 212. Introduction to Design Processes IV**

Studio that initiates architectural and building issues such as building analysis, structure, organizational systems, and programming. Prerequisite: Arch 211 and concurrent registration in Arch 212A.

Credit 3 units.

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**A46 ARCH 212A. Issues in Design II**

Lectures presenting design concepts that form the focus of exercises presented in Arch 212. Prerequisite: satisfactory completion of Arch 211A or permission of the Associate Dean of the School of Architecture.

Credit 1 unit.

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**A46 ARCH 241. Community Dynamics**

Designed to build upon the investigations of Arch 121, Community Building, Building Community, this course explores the political, economic, and social dynamics of place. The place in question is most often the urban laboratory of St. Louis. The first investigation is into metropolitan political system dynamics, especially as they relate to fundamentals of governance, land use, environmental law, and other regulatory policies. Next, the class analyzes economic theories and results, specifically the history and evolution of the free market as well as contemporary real-estate dynamics. The final inquiry is an examination of the American social landscape and, in particular, the tensions and opportunities inherent within the built environment. The course is structured

around directed readings, guest lectures by community leaders, and direct engagement in a community that is determined by the class. The culmination of the semester is a critical understanding of a single St. Louis community, substantiated with thorough research and detailed morphological mapping.

Credit 3 units.

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**A46 ARCH 302A. Advanced Freehand Drawing**

Application of the principles presented in Arch 302 to more ambitious and individualized work. Work can include drawing, color, painting, printmaking, etc. The final target is a suite of independent works that explores a chosen medium or subject and that could constitute a small one-person show, but exploration and growth are given precedence over production. Weekly/bi-weekly critiques. Prerequisite: Arch 302 or equivalent previous studies.

Credit 3 units.

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**A46 ARCH 311. Architectural Design I**

Prerequisite: Arch 212 with a grade of C- or better. There is a required weekend, out-of-town field trip.

Credit 6 units.

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**A46 ARCH 312. Architectural Design II**

Prerequisite: satisfactory completion of Arch 311.

Credit 6 units.

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**A46 ARCH 317. Architectural Design I (M.Arch.3)**

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

Credit 6 units.

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**A46 ARCH 318. Architectural Design II (M.Arch.3)**

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

Credit 6 units.

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**A46 ARCH 320A. Architectural Representation I (Undergraduate)**

Representation is the means by which architectural form, space, and ideas are explored, conveyed and studied. This course is intended to bring a fundamental understanding of the capacity and possibility for representation to affect the process and outcome of the architectural endeavor. While it is expected that students gain proficiency and knowledge of a broad range of techniques and convention, greatest emphasis is placed on the ability to recognize how, when, and why different representational means are appropriately employed at various points in the design process, and to easily move between them. The course works simultaneously with both the convenience of known elements and the exploration of unknown or "envisioned" concepts and spaces.

Credit 3 units.

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**A46 ARCH 320B. Architectural Representation II (Undergraduate)**

Representation is the means by which architectural form, space, and ideas are explored, conveyed and studied. This course is intended to bring a fundamental understanding of the capacity and possibility for representation to affect the process and outcome of the architectural endeavor. While it is expected that students gain proficiency and knowledge of a broad range of techniques and convention, greatest emphasis is placed on the ability to recognize how, when, and why different representational means are appropriately employed at various points in the design process, and to easily move between them. The course works simultaneously with both the convenience of known elements and the exploration of unknown or "envisioned" concepts and spaces.

Credit 3 units.

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**A46 ARCH 323A. Architectural Representation I (M.Arch 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 see that, rather than a translation of reality, representation operates between perception and cognition as a transcription of reality and is thus a powerful instrument in the design and making of architecture. The relationship between the drawing forms and the tools used to produce them are brought into focus as manual, digital, photographic, and physical applications driven by drawing intentions. The course is organized as a lecture/lab with emphasis on practice of manual and photographic applications.

Credit 3 units.

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**A46 ARCH 323B. Architectural Representation II (M.Arch 3)**

The course examines the history/theory and practice of representation, specifically the systems of drawing used in architecture. The objective is to develop the requisite discipline, accuracy, and visual intelligence to conceptualize and generate a relationship between space and form. The course focuses on two concurrent tasks: first, to outline and analyze the historical development of representational logics and their impact on architectural ideation, and second, to explain the codification and usage of specific geometries, including orthographic and isometric projection, central and parallel perspective, and architectural axonometric. We see that, rather than a translation of reality, representation operates between perception and cognition as a transcription of reality and



is a powerful instrument in the design and making of architecture. The relationship between the drawing forms and the tools used to produce them are brought into focus as manual, digital, photographic, and physical applications driven by drawing intentions. This course is organized as a lecture/lab with emphasis on the practice of digital media and physical modeling. Emphasis is on participation and excessive absences are noted. Please note: The second half of the semester focuses on computing, for which each student is required to have a laptop computer.  
Credit 3 units.

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**A46 ARCH 326A. Introduction to Computing in Architecture**

This course is focused on the application of computer technologies in the analysis and design of our built environment. Computer technology is presented as a related tool for support of the Architectural studio environment. Curriculum provides for the correct use of vector imaging (CAD), raster imaging, and Internet technologies, as well as rapid prototyping techniques for architectural inquiry. Overlapping digital and physical projects synthesize the dynamic nature of computing in a studio environment. Examples of technologies explored include (but are not limited to) large-format raster printing, multiresolution monitor presentation, distance collaboration, 2-D and 3-D digital model building, and laser cutter component output. These technologies are utilized to analyze successful architectural works in order to explore the benefits and strengths of computing in the architectural process.  
Credit 3 units.

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**A46 ARCH 326C. Advanced Concepts in Architectural Computing: Dynamic Materialism**

The current developments in digital technology allow mathematical expressions to transform complex dynamic systems that have shifted the formal discourse of architecture. The new digitally based techniques are being invented to inform creative processes in architecture through the manipulations of complex geometrical and topological forms. This course focuses on developing new techniques that translate these mathematical developments into diagrammatic design strategies. The animation and modeling software MAYA is deployed by the students for the investigation. Students are taught MAYA with a conceptual development for defining and inventing dynamic-based architectural proposals with multiple perceptions in spatial formations.  
Credit 3 units.

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**A46 ARCH 326D. Prototyping the Responsive Dynamic Media Wall**

The seminar focuses on designing and constructing a working prototype for a Responsive Dynamic Media Wall currently being developed by the School of Architecture and the Computer Sciences department. The seminar develops and solves certain design problems in tectonics, material, mechanization, electronics, computational, spatial and social issues addressing the project.

The seminar endorses more of a research lab atmosphere with a collaborative working environment between designers and scientists.

Credit 3 units.

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**A46 ARCH 326F. Camera Obscura: Digital Fabrication: Prototyping a Hybrid Structure**

This course develops a design and constructional system of wall fabricated using digital and manual tools. In the first phase, the students research the concept of framing and plastering as the constructional system with complex openings and details. In the second phase, the team develops a hybrid of digital (laser cutting and CNC milling) and formal (drywall and plaster) constructional techniques. This course focuses on a design team process with heavily digital modeling and prototyping techniques. This course is designed for students who desire to make through digitalization practice with full scale prototypes.  
Credit 3 units.

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**A46 ARCH 3283. Architectural History I: Pre-Modern Encounters in World Architecture**

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

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**A46 ARCH 3284. Architectural History II: Architecture since 1880**

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

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

Through a series of analytical, critical, and interpretative studies of singular works of architecture in the 20th century, this course focuses on the manifold processes and contexts of their produc-

tion. 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.

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#### **A46 ARCH 336A. Sustainability**

This student-initiated course seeks to define sustainability and its relation to our built environment through the lens of anthropology, environmental science, business, law, and architecture. The course networks the University's resources by bringing professors from varying disciplines to speak weekly on the issues of sustainability and design. We examine broad issues from history, philosophy, and literature to practical studies of current land use, climate, and technology.

Credit 3 units.

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#### **A46 ARCH 336B. Designing Sustainable Environments**

The seminar introduces fundamental concepts of sustainability and sustainable development. Emphasis is placed on understanding natural systems, the development of the built environment within natural systems, and the economic, social, ecological, ethical, philosophical, political, psychological, aesthetic, and cultural issues that help shape design decisions. Students evaluate a range of methods that may be used to identify and select sustainable solutions to design problems, improve existing solutions, and develop critical thinking. The LEED Rating system is presented within the context of its role in professional practice and larger issues of human and environmental health, including how LEED fits into the realm of high-performance design and the effective use of the LEED Rating System and principles of sustainability. The course is divided into three phases: (1) research current interpretations of sustainability in architecture, examining theories and practices that encourage the development of ecological consciousness as the context of Sustainable Design; (2) critical comparison of the underlying principles of sustainability and design proposed by the different rating systems available today and evaluation of the ways of assessing the sustainability of the built environment currently in use, including the LEEDTM rating system; and (3) the development of a project design in studio that follows the LEED-NC Version 2.2 Manual as the organizing structure. In this final project, students are required to obtain a minimum of 26 points on the LEED-NC rating system in order to have their project certified. Students produce the necessary documentation required for LEED-NC certification and make an oral presentation to a panel of guest critics.

Credit 3 units.

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#### **A46 ARCH 336C. Biomimicry: Toward a Sustainable Design**

The construction and operation of buildings consume the majority of the world's natural resources and energy and contribute to expand the landfills. Buildings have diverse effects on the environment during their entire life cycles. Although the tangible impacts are visible only after construction begins, the environmental consequences can be prevented in the first stages of design. The building form and envelope should respond to specific site conditions to help achieve environmental sustainability in architecture. The seminar is a collaborative studio that welcomes students of disciplines such as Biology, Engineering, and Architecture, among others. The goal of this course is to create environmental awareness, understand building ecosystems, and increase the ability to design sustainable buildings from an interdisciplinary perspective. Based on scientific principles, concepts, and methodologies required to understand the relationships of the natural world, the students analyze alternative solutions for resolving and/or preventing specific environmental problems. The aim of this seminar is to prepare the students to participate in cross-disciplinary design teams that can develop working methods to study complex architectural problems and challenges, and facilitate a technical, aesthetically successful, durable, and sustainable design. This course researches and studies the structure and function of biological systems as models for the design and engineering of materials for buildings. It involves the study of nature's design and processes as a tool to bring a solution to an architectural problem that will push technology forward while helping us minimize our environmental impact.

Credit 3 units.

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

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

Credit 3 units.

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#### **A46 ARCH 346. Building Systems I**

The first of a two-course building systems sequence. The course progresses from a survey of the physical and structural properties of building materials through an analysis of building assemblies and systems. Structural systems are examined relative to

their performance characteristics and issues related to manufacturing and construction. Structural systems in wood, steel, and concrete along with masonry systems are reviewed in this class. Additionally, the primary and secondary performance characteristics of enclosure systems are identified and analyzed in this course. This course also covers the design of egress systems and vertical transportation systems in buildings. Though the course focuses primarily on the underlying principles associated with these building systems, industry standards and building code requirements are an integral part of the review.

Credit 3 units.

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#### **A46 ARCH 347. Building Systems II**

Building Systems II is a lecture/workshop course. It is the capstone course in the technology sequence. The course is composed of a series of lectures related to technical theory, an analysis of technical precedent, and an integration exercise. The lectures focus on structure and enclosure systems, active and passive climate control systems, natural and artificial lighting systems, and mechanical and electrical services for buildings. The lectures take place over the course of the semester. During the first half of the course, students conduct the analysis of technical precedent in architecture exercise. Technical precedents are analyzed relative to their performance characteristics and their relationship to other technologies in the building. During the second half of the semester, students conduct an integration exercise. Technical systems are selected based on architectural issues, performance characteristics, and systems integration.

Credit 3 units.

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

This course proposes to investigate and create a series of measured drawings. The drawings, as architectural objects, configure architectural knowledge, perception, and vision. We begin by studying precedent drawings in relation to each architect's theoretical framework, project description, and technique. The range of works relates different types of construction (perspectives, axonometrics, diagrams, ideagrams, assemblages, montages, descriptive geometry, and mapping) with integral and symbiotic theoretical agendas. Each student learns the techniques of representation in a case study and from this example constructs an interpretation of a specified site in this language. With a collection of theoretical frameworks and workshops on various techniques, the class qualifies 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 act as abstractions or reductions that promote vision. Instead of simply discussing qualities of space, narratives of metaphor, intangible phenomena, implications of constructed geometry, this architectural research project attempts to propose methods of seeing

such that the representation may play a more active role in the shaping of design. This course centers on the creation of imaginative processes of representation.

Credit 3 units.

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#### **A46 ARCH 402C. Advanced Freehand Drawing II**

Some people maintain that we can only understand things if we draw them, and we only understand the things that we draw. This course in freehand drawing and sketching from observation rather than construction explores drawing as a synthetic process, as a design process, as a thinking process. Moreover, because a good deal of the course involves nontraditional and unexpected materials, a major theme of the course is the intersection of image/idea and material—the influence that material has on image/idea and the influence that image/idea has on material choice. Large drawings, small drawings; long drawings, short drawings; line, tone, color ... you learn to think on your feet using only your eyes and your hands.

Credit 3 units.

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#### **A46 ARCH 403. Sustainable Design**

Structured lectures and design projects relating to a series of environmental issues critical to practical building and site design. Team projects include solar gain and shading; water conservation in building; passive heating and cooling strategies; and sustainable materials. Students have two different projects, each half the semester in length. The projects are located in the community of Wellston, north of Washington University. The first investigation involves the sustainable retrofitting of beautiful, existing small two- and three-story structures. The second investigation explores the possibilities of an "eco-city," including sustainable affordable housing, mass transit, urban "cells," integrated food supplies, employment centers, and localized energy supplies. This part of the course utilizes the Living Building Challenge authored by the Cascadia Region Green Building Council. This course is open to students of all disciplines in the university, graduate, and undergraduate students.

Credit 3 units.

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#### **A46 ARCH 405A. Furniture Design for the Architect**

The seat is an intimate interface between the building and the body. It embodies a complex set of structural conditions, material opportunities, and possibilities for expression. Architects, artists, and industrial designers covet opportunities to make the chair. The result is that seemingly infinite perfect solutions exist—and still the seat remains a provocative challenge. In this course, students design and build a chair. Emergent technologies are combined with traditional techniques of metal fabrication, woodworking, and plastic forming in the design and making of the work. The course objective is for students to learn how to work directly with machinery and materials in the realization of their design. It is expected that students have basic shop skills, which are

addressed in the course prerequisites. Advanced techniques are introduced in the course, and students select those most appropriate to their work to build upon. There is an opportunity this semester for students to elect to design a seating device for the campus butterfly garden. This would be a funded opportunity and is discussed in greater detail on the first day of class. Prerequisites: completion of Fabrication Workshop Safety and Orientation seminar and Arch 211 or equivalent. Permission of the instructor may override course requirements. \$50 materials fee.

Credit 3 units.

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#### **A46 ARCH 405D. Furniture Design**

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

Credit 3 units.

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#### **A46 ARCH 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 M.Arch students at the 419 level, who are given priority for registration in this course. Open to other upper-level undergraduate and graduate architecture students as space allows.

Credit 1 unit.

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#### **A46 ARCH 408D. BIM 101 Workshop**

The future of the design and construction industry is going to be driven by the use of technology. The best example emerging today is the use of 3-dimensional, intelligent design information, commonly referred to as Building Information Modeling (BIM). BIM is expected to drive the AEC industry toward a model-based process and gradually move the industry away from a 2-D-based process. The BIM 101 workshop is for future designers who recognize that this future is coming and who are looking for a way to begin preparing themselves in order to be ready when it arrives. We 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. The workshop meets on five Saturdays in January and February.

Credit 1 unit.

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#### **A46 ARCH 409B. Material Drawings, Unforeseen Drawings, Expanding Drawings**

To create work that discovers its own criteria and validates itself without relying on literal-as-possible representation, thin-as-air theory, or technical invention, is an art in itself. In this course, you create drawings (and paintings, if so desired) that explore drawing as an act of material engagement, ever-focusing exploration, and shifting scale. The semester is divided into three segments of approximately five weeks apiece, each section focusing on one particular way of generating and subsequently challenging your work. The entire sequence is a 3-credit course, but you can sign up for one or two standalone sections, at 1 credit each. For all 3 credits, you should enroll in all three sections of the course.

Credit 1 unit.

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#### **A46 ARCH 411. Architectural Design III**

Prerequisite: satisfactory completion of Arch 312.

Credit 6 units.

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#### **A46 ARCH 412. Architectural Design IV**

Prerequisite: satisfactory completion of Arch 411.

Credit 6 units.

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#### **A46 ARCH 419. Architectural Design III (M.Arch 3)**

The third of a three-semester sequence of design studios. Continues examination of issues raised in Arch 317 and 318.

Credit 6 units.

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#### **A46 ARCH 421J. Building a Better World: Architecture and Social Reform in America**

Architects, planners, and social reformers have addressed urban issues of poverty, crime, delinquency, labor unrest, and class and ethnic tensions through activist models of the public library and school, the YMCA, the playground, and the model home-or by a retreat from the city in the form of utopian settlements. This seminar examines the history of environmentalist thinking and social reform in the United States and to some extent, Europe, from the Enlightenment to World War II, including the work of Andrew Jackson Downing, Frederick Law Olmstead, Ernest Flagg, and Frank Lloyd Wright and critics such as Jane Jacobs and Prince Charles. The class becomes familiar with reform architecture and its context and assesses the effectiveness of this strategy as a solution to social problems. Open to graduate and upper-level undergraduate students. Fulfills history/theory requirement.

Credit 3 units.

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**A46 ARCH 421K. Modern vs. American: Rethinking the Architectural Relationship**

What is American about American architecture? Architects, historians, and theorists have asked this question throughout our nation's history, but it gains renewed importance in this age of globalization. Can we, should we, continue to apply national labels to our architecture? This seminar examines the architectural culture of the United States in the 20th century, with special attention to the relationship between national identity and the internationalizing forces of modernity, particularly European modernism. Through analysis of theoretical writings, developments in education and practice, and key projects such as the Chicago Tribune Tower Competition, the Illinois Institute of Technology, and U.S. embassies around the world, students gain insight into the dynamic between the local and the global in the design of the built environment. Course requirements include in-class presentations, field trips, and a substantial research paper. Fulfills history/theory elective requirement.

Credit 3 units.

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**A46 ARCH 421P. Marina City: Bertrand Goldberg and The Aura of Chicago Modernism**

This seminar explores the mid-century architectural modernism and its relationship to visual imagery, finance, and labor. It focuses on Bertrand Goldberg's Marina City, a pioneering mixed-use housing complex completed in 1964 in Chicago. With its unique circular form, Marina City quickly became a popular icon of modern lifestyle and was often represented in film, magazines, and on record covers. A study of Marina City's design, construction, promotion, and reception extend into a detailed study of Goldberg's entire opus, contextualizing his work within the larger trajectory of the Chicago School(s) of Architecture. The course draws comparisons to the work of Goldberg's educators, such as Mies van der Rohe and Josef Albers, as well as the work of other Chicago architects such as Walter Netsch and Harry Weese. Goldberg's work is conceptualized within a broader socioeconomic context, illuminating his buildings with a selection of primary theoretical texts relevant to architectural modernism. Course requirements include weekly reading summaries, in-class discussions, presentations, and a substantial research project. There is an opportunity for an optional class field trip to Chicago to visit some of Goldberg's most significant buildings, as well as buildings by other notable architects. Open to graduate and upper-level undergraduate students. Fulfills history/theory elective requirement for M.Arch. students.

Credit 3 units.

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**A46 ARCH 421R. Gender, Race and Architecture in the American City, 1865-1960**

Architecture and the built environment of the American city has been an instrumental force in the ongoing construction and definition of racial, gender, and sexual identities. Through intensive reading, discussion, and visual presentations, students investigate the spatial structuring of racism, segregation, and desegregation; the relationship between suburbanization and the middle-class ideology of separate spheres; the impact of the integration of women in the factory and office; and the role of gender and race in the design and programming of public and private institutions, including libraries, parks, schools, Masonic temples, and the YMCA/YWCA. During the semester, students write weekly response papers, give several in-class presentations, and develop an independent research project.

Credit 3 units.

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**A46 ARCH 423. History of Landscape Architecture**

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

Credit 3 units.

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**A46 ARCH 425D. Meso-American Architecture**

The first half of the course traces the major civilizations of central Mexico from 1500 BC until the Spanish conquest after 1400 AD, focusing on developments in architecture and landscape; calendarics and cosmology; ceramics; the ballgame and sacrificial rituals; gods, myths and legends; language and hieroglyphics; and political, religious, and social organization. The survey features detailed and extended tours of specific sites by means of drawings, maps, slides, and digital images. We may even attempt a couple of virtual tours online. In the second half, we deal with the Mayan area, ranging from the lowland jungles of Chiapas and Yucatan to the Peten and the highlands of Belize and Guatemala. High points include the Jaguar dynasty of Yaxchilan, the reign of Pacal at the hybrid site of Palenque, and the demise of 18 Rabbit in the city of Copan, Honduras. Tikal is featured as the culmination of Mayan culture, and the Chenes, Rio Bec, and Puuc styles also are examined. See a complete and independent cultural development going back at least 7000 years and equal in greatness to Egypt, Greece, or Rome. This is also a chance to examine civilizations existing at the margins of ecology and sustainability and how they may at times succumb when the limits have been reached. Students are encouraged to focus on a particular area of interest for further inquiry, to be developed into a paper or a project. Fulfills the history/theory elective requirement.



Credit 3 units.

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**A46 ARCH 4284. Architectural History II: Architecture Since 1880**

An introductory survey of the history and theory of architecture and urbanism in the context of the rapidly changing technological and social circumstances of the past 120 years. In addition to tracing the usual history of modern architecture, this course 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. This course is required for all M.Arch. 3 students.

Credit 3 units.

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**A46 ARCH 4285. Architectural History I: Pre-Modern Encounters in World Architecture**

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

Credit 3 units.

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**A46 ARCH 434L. Materials Study: History, Technology and Design**

The course studies the history of utilization of one specific building material within the disciplines of art and architecture through readings and precedent analysis by students. Concrete is the focus for the spring semester. Physical properties, chemical makeup, and possibilities for tectonic and material expression also are explored. Exercises employing the material allow students to gain direct experience with its characteristics. The final project is a habitable construction from the material. A small number of field trips to appropriate sites in and around St. Louis are scheduled.

Credit 3 units.

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**A46 ARCH 434M. Materials Research Seminar**

In coordination with the Materials Center and its development of a materials database, this course seeks to provide methodologies for searching for new or unfamiliar materials for design projects, evaluating those materials for sustainability and then using a

selection of those materials in an installation at the Sam Fox School. Students begin by researching a selection of materials of their choosing; they collect samples of these materials and record their method of material search, evaluating their process of selection in the context of the design of materials, in addition to references of notable precedents. Students also evaluate materials for workability. The final third of the semester is spent employing a selection of materials in group projects that result in installations in the Sam Fox School. The course is organized into lectures and working sessions. There are a number of guest lecturers. Grades are determined based upon attendance, materials research, and the final design project. Attendance is extremely important and missing class (without a legitimate excuse) directly affects your grade.

Credit 3 units.

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**A46 ARCH 434N. Materials Research Seminar**

In coordination with the Materials Resource Center, and its development of a materials library and database, this course seeks to provide methodologies for evaluating the sustainable aspects of traditional and new materials for design projects. Using the history and evolution of a global manufacturer into one of the most environmentally sustainable entities, this case study provides a framework to build upon the work done in the fall, reviewing samples and case studies with additional focus upon sustainability. In order to learn about Singular Focus, Multiple Attribute Focus, and Life Cycle Focus environmental certifications, the class uses the online study program created and provided by The Green Standard. When each class participant completes the study program, they are named a Green Specifier Accredited Professional.

Credit 3 units.

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**A46 ARCH 436. Mapping Soft Bodies/Constructing Complex Objects**

Theory and research on digital design and manufacturing. "Body and soul are thus constructed in the same manner, at the intersection of a cluster of radii of curvature. Both are then simply effects of convergence that are constituted in space, on either side of the surface of the work that envelops them. It follows that the body is no less ideal than the mind" (Bernard Cache, *Earth Moves*). This course explores the complex systems of geometries that compose the human body. The students invent techniques of digital-mapping the contours of the soft bodies and define the potential for developing new forms of spatial effects uncovered through the digital representation. The mapping procedures are developed to trace and project the human scale and material interface imposed by the fluctuating movements of the bodies in dynamics. Through the making of these forms, each student manufactures new objects through alternative prototyping techniques.

Credit 3 units.

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#### **A46 ARCH 440. Explorations in Structural Principles**

This course begins with a series of presentations (lectures) about primary systems in an effort to familiarize students with basic structural principles. This is a nonmathematical exploration of how structures work and why. We attempt to become conversant in the language of structures. Students identify a particular system and do case studies exploring its characteristics and how, where, and why the system has been used. These explorations ultimately lead to the development of large-scale (testable) models.

Credit 3 units.

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#### **A46 ARCH 447A. Structures I**

Statics and strength of materials through beam and column theory. Loads are defined and states of stress are identified and analyzed. The context of structural behavior is identified and optimal structural behavior and material efficiency structural design is reviewed. Form-active, bulk-active, and vector-active structural options are explored relative to the transference of load along the length of structural members. The course applies structural theory to the analysis and design of structural members—beams, trusses, arches, and columns.

Credit 3 units.

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#### **A46 ARCH 448A. Structures II**

Continuation of Arch 447A with consideration of the effects of forces on structural members of various materials. Introduction to the design of structural members in steel, reinforced concrete, and wood. Prerequisite: Arch 447A.

Credit 3 units.

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#### **A46 ARCH 450B. Readings in Architecture**

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 are examined. Issues of tectonics, historicism, typology, regionalism, modernism, postmodernism, and other critical frameworks for the consideration of architecture are thematic subjects of discussion. Selected readings include Vitruvius, Alberti, Laugier, Semper, Ruskin, Le Corbusier, Gropius, Kahn, Rossi, Venturi, Eisenman, Libeskind, and Koolhaas. Weekly reading assignments, attendance, participation, one summary and discussion introduction based on a reading topic, final paper. Fulfills history/theory requirement.

Credit 3 units.

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#### **A46 ARCH 454A. Contemporary Discourses on Public Space**

Since the 1980s, public space has been a subject of intense theoretical debate and the key to urban revitalization strategies in cities such as Barcelona, Amsterdam, Berlin, London, Jerusalem, Curitiba, Toronto, New York, etc. Evident from the investigation into this theory and practice is the notion that the design of public

space according to the typology of either the 19th century or modern city does not suffice and that the domain of contemporary public space demands a new discourse. This seminar investigates the theoretical framework and practice of various contemporary discourses on public space in order to reveal the implicit intellectual frameworks and practices. Discourses to be investigated include public space as the mimicry of history to public space as non-place; and from public space as the enclave of fear and marginality to public space as the theater of economic and social exchange. The seminar also situates the design discourse in the broader political, social, and philosophical discourses of the public sphere.

Credit 3 units.

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#### **A46 ARCH 455A. Urban Books: Imag(en)ing St. Louis**

Since the beginning of the 20th century, art, architecture, and urbanism together have investigated the production of images that shape the symbolic dimension of our experience of large cities. This seminar critically embraces this tradition and brings together different methodologies for the visual analysis and representation of contemporary urban phenomena, using St. Louis as a focal point. The goal is to design and produce individual books as a result of research, visual documentation, readings and discussions in a seminar and workshop structure. Each student selects and develops a theme related to the urbanization of St. Louis that is organized into books that present how this metropolitan area has been conceived through images. The course is divided into three parts combining readings, research, and design activities, each of which culminates in the presentation of an individual project: a total of two study books and a final book. Fulfills Urban Issues elective requirement.

Credit 3 units.

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#### **A46 ARCH 462H. Information Modeling for Sustainable Design**

This course focuses 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 is an introduction to BIM and BPA and the significance of both for the future of sustainable architectural design practice supported by analytical modeling. This emphasis on the suitability of building modeling for analytical purposes and on the interpretation of such data provides the basic knowledge necessary for the second phase of this course, in which students 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 attempt to confirm and test the principles of sustainable design at the schematic level of project development. The model analyzed by each team

provides sufficient comparative information for a design approach whose desired goal is carbon neutrality in the life cycle of the building. Students are encouraged to investigate the suitability of analytical modeling software, in the context of critical design methodology. Prerequisites are a basic understanding of BIM methodology and insight into sustainable design practices.

Credit 3 units.

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#### **A46 ARCH 464A. Architecture and Photography**

Seminar that deals with issues raised by use of photography by architects, historians, and critics. Seminar confronts the assumption that our knowledge of notable buildings and architectural space is based primarily on the photographic image. Photographs are tacitly accepted as objective facts, and the pervasiveness of photography in magazines, books, and exhibits as substitute for direct experiences is rarely questioned. Goal of seminar: to foster a healthy skepticism of photographs, and to investigate the role of photography as a means of record and convey complex spatial conditions by the ordering conventions of the frame. While not technical, the course introduces students to technical aspects of photography that are particularly relevant to architectural photography: parallax, lighting, lens distortion, depth of field, format and grain, cropping, photomontage, and point of view. Fulfills history/theory requirement.

Credit 3 units.

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#### **A46 ARCH 464E. Spatial Representations in Contemporary Culture**

The main objective of this seminar is to analyze the crisis of representation in contemporary culture and its relationship to architecture and the urban landscape, looking for a critique of architecture beyond formal aspects. The framework for the seminar is the transition of modernity into the contested terrain of postmodernity, and the limitations and possibilities faced by architects in the thinking and in the production of space. The activities are mainly organized along the reading and discussion of texts drawn from a multidisciplinary theoretical approach, and by the analysis of examples of representation from films, artworks, architecture, and the city.

Credit 3 units.

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#### **A46 ARCH 464F. Contemporary Theories in Architecture and Urban Practices**

Since the 1960s, the practice of design in architecture and urbanism has been increasingly associated with a theoretical framework. Theory has provided support to the investigation of the phenomena related to the built environment and also has faced problems in the translation of abstract constructs into the practice of design. This seminar presents examples of relevant contemporary interpretive and critical theory and confronts them with current practices in architecture and urbanism. The purpose of this confrontation is to develop skills to articulate individual critiques of design as mediation between discourse and practice. Required

work: The seminar activities take place in the form of reading and discussion of texts, as well as analyses of current examples of architecture and urban practices. Each student must investigate an individual case study to be presented in the form of a seminar as well as a final paper. Prerequisite: Arch 222 or 223. Fulfills history/theory elective.

Credit 3 units.

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#### **A46 ARCH 464G. Drawing and Urbanism**

This class investigates the tools of representation from an era when there was widespread belief in the use of new technologies. Visually, spatially and in nuance of ideology, the groups of the Metabolists, Archigram, and the Situationists hold an indirect conversation regarding the status of society where the abstract qualities of media and technology gain significance within a context of liberating freedom, leisure, and mobility of a post-industrial class. We examine the cultural image of their representations, their consideration of ideological frameworks to privilege constructive environments, the desire to analyze through data and diagram the essential qualities of site and the ability to connect spatiality with local conditions and temporal events. Activities are split between lecture/discussion and the making of models anticipated for exhibition in the Kemper Art Museum, Gallery of Art as part of a larger proposal on drawing and urbanism. The models act as a vehicle for rediscovery and allow for careful consideration of their design intentions. To explore the ambiguous dialogue between drawing and models, the two would be exhibited alongside one another; the models constructed of similar materials as in the 1960s, with the added precision of digital fabrication and consequential translation with drawing. The representations of this time provide a point of reference for current debates on technology and social freedoms. Given that drawings, diagrams and models act as theoretical constructs of projected desires in the world of architecture, these instruments test out ideas regarding networking and specifics of local site conditions that describe anticipated events and possibilities.

Credit 3 units.

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#### **A46 ARCH 467. The Visible and the Invisible**

A seminar on philosophy, criticism, and architecture providing an intellectual framework for making architecture, by investigating the development of thought and ideas in other disciplines and the effect they have had in the arts. Specific assigned readings are presented and discussed by the class weekly. Emphasis placed on the discussion and the formulation of personal interpretations developed after careful and thoughtful reading. Offers an arena in which theory and practice, often seen as irreconcilable, can be understood as inseparable aspects of the same realm, informing both the author and the work. Fulfills history/theory requirement.

Credit 3 units.

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#### **A46 ARCH 470D. The Description of Place**

The means by which we come to an understanding of a place profoundly effects any subsequent action taken in that place—specifically the action of building. The possibility for place to gather and hold, not only things, but also ourselves, our memories and our imaginations—the event of place—is defined as place becomes concretely defined and choreographed as a static background for action, rather than as a fluid and dynamic action itself. In order to reassert the active reflecting and gathering power of place and, subsequently, of architecture, the process of knowing and describing where we build needs to be reconsidered. This seminar focuses on the potential for visual description to effect alternative readings of place that are otherwise obscured, and speculate regarding the implications of such readings on the making of architecture. The course is divided equally between theory and making. In addition to discussions surrounding assigned readings, students select a specific place of study in St. Louis from which they develop different methodologies for observation and description over the course of the semester. Students have a choice of submitting either a final paper or project, which speculates as to what new understandings have emerged and what possible actions could result from their study.

Credit 3 units.

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#### **A46 ARCH 470E. Extreme Architecture**

Imagine living on an oil rig, or in a submarine, or at the South Pole. What have we designed as places of habitation in these extreme environments? What can these extreme living conditions teach us about new ways of surviving (even thriving) in these environments, about new enabling technologies, and the evolution of habitation and settlement in general? The increasingly broad scope of human endeavor and exploration takes us into some very unusual environments and challenging conditions. Unexpected and surprising concepts are found hidden in these esoteric arenas. Think of marine, polar, submarine, or subterranean exploration (or exploitation), and the research-rich areas of military and defense programs, or programs for lunar and extra-terrestrial exploration. Likewise, think of the design intelligence that has been applied to the more common supports of modern life: air transportation, sea travel, recreational shelter, the trucking industry, mobile and emergency housing, and many others. The tradition of visionary thought in architecture is well established and is investigated during the course of the semester. However, our focus goes beyond those speculative propositions, to the actual experimentation and implementation being carried on today—often outside the domain of formal architecture. This course seeks to uncover the array of concepts, contexts and conditions in which the most original thinking about living in unconventional situations is taking place, literally making new places for people. We examine some of the ideas, methods, and places already in play for sustaining human occupancy in extreme conditions, particu-

larly those that have required highly specialized and novel design responses. There we find existing and developing infrastructures for habitation that seldom enter the realm of conventional practice, either because they are considered too exotic and extreme or too marginal. Yet by investigating these very active trajectories of design and creativity, we open rich sources for inspiration and real promise of architectural innovation.

Credit 3 units.

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#### **A46 ARCH 471A. Continuity and Transformation**

Throughout history and across cultures, certain ideas, concepts, and organizational strategies have persisted in architecture, despite advances in social ideals and technological capabilities. The seminar explores the phenomenon of this continuity with the goal of uncovering the manner in which these ideas and strategies are transformed. Whether classified by use, characteristic form, or compositional device, the continuity of these notions is clearly traceable as a body of knowledge waiting to be revealed, understood, assessed, and, when valid, built upon. The transformation of ideas and strategies is one of the most fundamental activities of the designer, but relies on careful study. We discover evidence of this phenomenon in vernacular architecture, patterns of settlement and habitation, and in the work on many of our most influential practitioners, such as Le Corbusier, Kahn, Moneo, and Zumthor, as well as in the realm of painting and sculpture including Cubism, Suprematism, and Expressionism.

Credit 3 units.

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#### **A46 ARCH 472. Sustainable Development**

This seminar is an introduction to the basics of small- to medium-scale development. It begins with a series of introductory lectures covering the principles and tools of development, such as creating a project performance, 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 continues with a series of case studies in which the class examines models of existing developers in terms of these base elements. Finally, students are asked to develop a project in order to understand the architect-client relationship and how to stimulate recognition of the value and importance of sustainable design in real estate development.

Credit 3 units.

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#### **A46 ARCH 4782. Modern Architecture in St. Louis**

This seminar is intended to develop understanding of the history of modern architecture in the St. Louis area from circa 1900 to the present, using readings, class discussions, site visits, and lectures. Now again a topic of interest after an era of neglect, what is broadly termed modernism in architecture was extensively

deployed in the St. Louis area in the mid-20th century, before it became a source of controversy in the late 1960s. The course begins with a brief overview of the architectural history of St. Louis to 1930, when much of its historic architectural urban fabric was built, and then focuses on various architects and projects in the metropolitan area in the period between 1930 and 1970. Students are expected to research a local building, project, or architectural direction in depth, and make presentations about the topic over the course of the term. Other class requirements include regular attendance (including tours, which are an essential part of the class), class participation in discussions that demonstrate awareness of the required reading, and writing reading summaries. Assignments also include a short paper at the beginning of the semester, an essay exam, and a 15-page final research paper. For this paper, you are expected to document, critically analyze, draw conclusions, and present these buildings or sites to the class in a 20-minute presentation. This course is for graduate students or advanced undergraduates who have had some preparation in either the history of modern art or the history of modern architecture. Prerequisite: a 300-level art history course, architectural history II (Arch 3284/4284), or the permission of the instructor. Fulfills history/theory elective requirement.

Credit 3 units. A&S: TH

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#### **A46 ARCH 484B. Notations on Florentine Architecture**

This seminar proposes a historical survey of significant buildings and urban spaces in Florence through the graphic documentation and spatial analysis of selected sites and buildings from antiquity to the Renaissance and to modernism. The general framework of our analysis is to understand the relationship between the historic development of the city and its most symbolic architecture. This approach is based on the work of Italian scholars, such as Giulio Carlo Argan, who define the history of architecture as the history of the city. The course is methodically divided into two blocks of exercises. In the first part of the semester, we focus on readings, site visits, sketches, analytical drawings, and photos, as well as the mapping of the urban development of Florence. In the second part of the semester, students focus on the tectonic study of specific buildings through the construction of representational and experimental models. Each student's individual work contributes to a collective 2-D and 3-D final project to be presented as an exhibition in the Florence Studio during the spring and to be shown at the School of Architecture in the fall.

Credit 3 units.

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#### **A46 ARCH 484C. Metabolic City: Drawing and Urbanism**

This seminar examines mid-century modernist architecture and art works by the Japanese Metabolist artists and architects, the British Archigram architects, and the Dutch artist Constant Nieuwenhuys, an early member of the group of European artists and activists known as the Situationist International. Each offers distinct approaches to experimental urbanism, and while many

of their projects are proposals for megastructures, this seminar concentrates less on the monumental built works and more on the influential force of their drawings and models. This seminar examines these representations and their exploration of the city as a complex interrelated organism that embraces networked systems of urban circulation, adaptable habitats, and the future promise of engineering technologies. The course draws comparisons with their contemporaries such as Hans Hollein, Arata Isozaki, and Guy Debord, as well as predecessors such as Alison and Peter Smithson, R. Buckminster Fuller, Kenzo Tange, and Aldo van Eyck. The seminar studies the representations of these groups in relation to the social movements of the 1960s and examines contemporary theoretical texts exploring their position in architectural modernism. The course requires weekly readings, in-class discussions, and a research project. The Mildred Lane Kemper Art Museum exhibition, "Metabolic City," complements the study of these works, with originals and reproductions on exhibit during the course of the semester. Open to graduate-level students and upper-level undergraduate students. Fulfills the history/theory elective requirement.

Credit 3 units.

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### **Full-Time Positions**

Faculty members have nine- or 11-month full-time renewable appointments. These may be tenured or nontenured positions and are titled professor, associate professor, and assistant professor of architecture.

### **Visiting Positions**

Faculty members have full-time appointments for a limited period of time, usually no less than a semester and no more than one full academic year. These are nontenured positions and are titled visiting professor, visiting associate professor, visiting assistant professor of architecture, and visiting architect.

### **Part-Time Positions**

Faculty members, who usually are practicing architects, have less than full-time appointments. These individuals may teach as many as two courses each semester or as few as one course, one semester a year. These are nontenured positions and are titled affiliate professor, affiliate associate professor, affiliate assistant professor of architecture, and lecturer.

**Phone:** 314/935-6200  
**Email:** [wuarch@samfox.wustl.edu](mailto:wuarch@samfox.wustl.edu)  
**Departmental website:** <http://www.arch.wustl.edu/>

# Architecture: Sam Fox School of Design & Visual Arts

**Carmon Colangelo**, M.F.A.

Dean

E. Desmond Lee Professor for Collaboration in the Arts

**Peter MacKeith**, B.A., M.Arch.

Associate Dean

**Georgia Binnington**, B.A.

Associate Dean of Students

## College of Architecture/Graduate School of Architecture & Urban Design

**Bruce Lindsey**, A.I.A., M.F.A., M.Arch.

Dean

E. Desmond Lee Professor for Community Collaboration

**Kathryn Dean**, M. Arch.

Director of Graduate School of Architecture & Urban Design  
Professor

## College of Art/Graduate School of Art

**Buzz Spector**, M.F.A.

Dean

Jane Reuter Hitzeman and Herbert F. Hitzeman, Jr. Professor of Art

**Patricia Olynyk**, M.F.A.

Director of the Graduate School of Art

Florence and Frank Bush Professor of Art

## Mildred Lane Kemper Art Museum

**Sabine Eckmann**, Ph.D.

William T. Kemper Director

The Sam Fox School of Design & Visual Arts 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.

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 & Archaeology in Arts & Sciences and the Kenneth and Nancy Kranzberg Art & Architecture Library.

## 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 350 undergraduate and 40 graduate students in Art, as well as 207 undergraduate and 252 graduate students in Architecture. In all, they represent 10 countries, 45 states, and the District of Columbia. Roughly 30 percent of undergraduates pursue combined studies within another University area.

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

- Multidisciplinary courses co-taught by Art, Architecture, and Art History & Archaeology faculty. Recent seminars have explored the history of illustrated entertainment; combined urban theory with book design and production;



and crafted a variety of online publications. Courses in exhibition studies are being offered and a new program of exhibition studies is under development.

- International studios in Barcelona, Buenos Aires, Florence, and Helsinki are taught by Washington University faculty and offer a range of distinctive programs in art and architecture.
- Community projects include the University City Sculpture Series, which funds student-designed public artworks; 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. In the past decade, design faculty have won numerous professional honors while fine art faculty have been featured in more than 100 solo exhibitions and 300 group shows on five continents.

The nationally recognized Kemper Art Museum maintains a vital program of exhibitions, publications, and educational events. Major thematic shows are drawn from institutions and private collections around the world, while the Contemporary Projects Series highlights nationally and internationally emerging artists. The acclaimed permanent collection includes key works by modern and contemporary artists from Henri Matisse, Pablo Picasso, and Jackson Pollock to Christian Boltanski, Candida Hofer, and Olafur Eliasson.

Public events include concerts; film screenings; lectures and discussions with distinguished visitors; and museum tours led by student docents. The museum also provides workspace for faculty- and student-curated exhibitions (usually relating to Sam Fox School curriculum). Courses in Art History and Archaeology further complement the critical and practical study of exhibitions while facilitating student involvement in professional curatorial projects.

## A Comprehensive Campus

The Sam Fox School is housed in a comprehensive, five-building campus for design and the visual arts. Conceived around a central courtyard, it both reflects and updates Washington University's original campus plan, developed in 1895 by Frederick Law Olmstead, the founder of American landscape architecture.

The architectural centerpiece is prize-winning Japanese architect Fumihiko Maki's new Kemper Art Museum. This elegant, 65,000-square-foot limestone clad structure—a gathering point for scholars and the general public—includes more than 10,000 square feet of exhibition space; art storage facilities; and the Florence Steinberg Weil Sculpture Garden. The museum also houses the new Kranzberg Art & Architecture Library; Art History & Archaeology; and the Newman Money Museum, a state-of-the-art numismatics center.

Adjacent to the Kemper Art Museum is Maki's Earl E. and Myrtle E. Walker Hall.

The three-story, 38,000-square-foot building contains painting and sculpture studios and the Nancy Spirtas Kranzberg Studio for the Illustrated Book.

Flanking the new buildings are Bixby and Givens halls—historic homes to Art and Architecture, respectively—as well as Steinberg Hall, Maki's iconic modernist pavilion. Recent renovations include state-of-the-art computing environments; accessible, light-filled studios; additional workspaces; an auditorium; and a café.

## Visiting Artists and Architects

The Sam Fox School invites distinguished academics and professionals to lecture, attend critiques and visit major studios. Recent visitors include:

### 2009-2010

Doug Aitken

Suzanne Anker

Wiel Arets

Manuel Bailo

George Baker

Ann Beha

Andrew Bernheimer

Michael Bierut

Marlon Blackwell

Yve-Alain Bois



Jackie Brookner

Wendell Burnette

Charlie Cannon

Mel Chin

Jared Della Valle

Stephen Duncombe

Karsten Harries

Steven Holl

Christof Jantzen

Andrea Kahn

John Maeda

William Massie

Ada Karmi-Melamede

Enrique Norton

Alfonso Perez-Mendez

Tobias Rehberger

F. Kent Reilly III

Roger Shimomura

Allison Smith

Marcelo Spina

Jillian Tamaki

Heinz Tesar

Charles Waldheim

Ian Weaver

Sam Weber

Jane Wolff

Adam Yarinsky

Meejin Yoon

## Dean

### **Carmon Colangelo**

E. Desmond Lee Professor for Collaboration in the Arts  
M.F.A.

### **Bruce Lindsey**

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A.I.A., M.F.A., M.Arch.  
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Art  
M.F.A.  
College of Art/Graduate School of Art

## Associate Dean

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M. Arch.  
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M.F.A.  
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## Director of the Mildred Lane Kemper Art Museum

### **Sabine Eckmann**

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# Architecture: Degree Requirements

## Undergraduate Degree

As a student in the College of Architecture, you select, in consultation with your adviser, a course of study that satisfies the formal degree requirements, addresses your interests, and best meets your overall goals.

### General

Undergraduate students in the College of Architecture receive either:

- A. The Bachelor of Science in Architecture degree, or
- B. The Bachelor of Arts degree with a major in architecture.

These degrees are conferred by the College of Arts & Sciences. All undergraduates must therefore fulfill the requirements of the College, as well as the requirements of their specific degree program in the College of Architecture. The degree program requirements are the same for both degrees through the junior year (300 level). Students then choose which degree program they wish to pursue at the conclusion of the junior level.

## College of Arts & Sciences Requirements

### A. Basic Skills

1. *Writing I*: Every student must demonstrate proficiency in reading and writing the English language and must begin to develop mature skills in framing and revising arguments by completing course work as determined by the Department of English with a grade of C+ or better.

2. *Quantitative Analysis*: Every student must develop skills in quantitative analysis by completing one of an approved list of "QA" courses with a grade of C+ or better.

### B. Arts & Sciences Degree Requirements

Please refer to the distribution requirements of the College of Arts & Sciences of this Bulletin.

## College of Architecture Requirements

### A. Prerequisite Courses to the Degree Programs

In addition to the requirements of the College of Arts & Sciences, the College of Architecture also requires that the quantitative analysis requirement be fulfilled by Math 131 (placement by math department) or its equivalent. This quantitative analysis foundation is extended by required course work in Physics 117A, usually during the sophomore year.

To establish a basis for cultural understanding and critical thought, beginning students of architecture enroll in the two-semester sequence surveying the history of civilization, History 101C and 102C, usually in the freshman year. This historical and cultural

studies foundation is extended by two semesters of required course work in architectural history, Arch 3283 and 3284, in the junior year.

The introductory architecture and design sequence is a set of courses prerequisite to both undergraduate architecture degree programs. The introductory architecture sequence is normally completed within the first two years of enrollment. The prerequisite courses are:

Course	Units
Arch 111-112. Introduction to Design Processes I and II	6
Arch 111A-112A. Introduction to Architecture I and II	2
Arch 211-212. Introduction to Design Processes III and IV	6
Arch 211A-212A. Issues in Design I and II	2

These courses must be passed in sequence with a grade of C- or better.

### B. Typical Freshman and Sophomore Programs for Architecture Students

The following typical programs for the freshman and sophomore years are based on the requirements of the College of Arts & Sciences, and on the prerequisite introductory architecture sequences for the undergraduate degrees in architecture:

#### *Freshman Year*

Course	Units
Arch 111-112	6
Arch 111A-112A	2
Math 131	3
History 101C-102C	6
Writing 1	3
Distribution/Discovery Requirements	12
Total	32

#### *Sophomore Year*

Course	Units
Arch 211-212	6
Arch 211A-212A	2
Physics 117A	4
Electives	6
Distribution/Discovery Requirements	12
Total	30

If a student plans to enter the architectural design sequence Arch 311-312 in the fall of the junior year, the student must complete 60 units of academic work by the end of the sophomore year.

### C. Degree Program Requirements

#### 1. Bachelor of Arts Degree with a Major in Architecture

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

Course	Units
Arch 311. Architectural Design I	6
Arch 312. Architectural Design II	6
Arch 321A. Architectural Representation I	3
Arch 321B. Architectural Representation II	3
Arch 3283. Architectural History I	3
Arch 3284. Architectural History II	3
Arch 333. Case Studies in 20th-Century Architecture	3
Arch 346. Building Systems I	3

#### 2. Bachelor of Science in Architecture Degree

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

Course	Units
Arch 311. Architectural Design I	6
Arch 312. Architectural Design II	6
Arch 411. Architectural Design III	6
Arch 412. Architectural Design IV	6
Arch 3283. Architectural History I	3
Arch 3284. Architectural History II	3
Arch 333. Case Studies in 20th-Century Architecture	3
Arch 346. Building Systems I	3
Arch 447A. Structures I	3
Arch 448A. Structures II	3

Additionally, Bachelor of Science in Architecture candidates are required to complete at least one course from the following:

Course	Units
Arch 546C. Climate and Light	3
Arch 552B. Site Planning	3

and to complete at least one architectural elective from the following groups:

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

#### D. Minor in Architecture Requirements

Minor degree candidates are required to complete 18 units including:

1. Six units of introductory design, from the following:

Course	Units
Arch 111-112. Introduction to Design Processes I and II	6
Arch 211-212. Introduction to Design Processes III and IV	6

2. Three units (minimum) of the architectural history survey:

Course	Units
Arch 3283. Architectural History I	3
Arch 3284. Architectural History II	3

3. Three to 9 units chosen from the following electives:

Course	Units
Arch 111A-112A. Introduction to Architecture I and II	2
Arch 211A-212A. Issues in Design I and II	2
Arch 302. Freehand Drawing	3
Arch 333. Case Studies in 20th-Century Architecture	3

Additional courses as approved by the associate dean or dean.

### Additional Requirements

Each undergraduate student shall complete 120 units with a grade of D or better (or credit) 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 (see College of Architecture Requirements) must be passed with a grade of C– or better.

Each student shall spend at least three semesters in full-time residence (at least 12 units per semester) at Washington University. Unless excused by the dean of the College of Architecture, the student must earn the last 30 units at Washington University. The

dean of the College of Architecture may waive the full-time residence requirement for students who are employed full-time and have completed at least two years of college.

## Regulations

A. No more than eight courses, exclusive of general studies courses, may be taken pass/fail.

B. You may enroll for credit in only one supervised performance course in any semester. You may earn a maximum of 12 units toward the degree in supervised performance and/or in group and individual performance courses combined.

## The 4+2 Program: Bachelor of Science in Architecture and Master of Architecture

The College of Architecture's Bachelor of Science degree curriculum leads directly into the Graduate School of Architecture & Urban Design's two-year Master of Architecture degree program, providing for the attainment of the accredited professional degree in six years.

Students who have satisfactorily completed, or who are about to complete, the Bachelor of Science requirements can apply to the Graduate School of Architecture & Urban Design's Master of Architecture degree program by submitting an application to the Graduate Admissions Office and by requesting a review of their undergraduate work by the Graduate Admissions Committee. Admission is not automatic, however, and requires approval from the Graduate Admissions Committee. A portfolio is not required for students in the senior year of the Bachelor of Science curriculum at the time of application.

Bachelor of Science in Architecture students thus accepted into the two-year Master of Architecture degree program are required to complete the following courses to fulfill the requirements of the M.Arch. 2 degree:

Course	Units
Arch 347. Building Systems II	3
Arch 511. Architectural Design V	6
Arch 512. Architectural Design VI	6
Arch 544A. Acoustics and Lighting	3
Arch 580. Design Thinking (to be taken in penultimate semester)	3
Arch 611. Architectural Design VII	6
Arch 616. Degree Project	6
Arch 646. Professional Practice	3

Additionally, students entering the two-year Master of Architecture degree program with the College's Bachelor of Science degree must complete course work not addressed during the Bachelor of Science curriculum, as follows:

1. Completion of both Arch 552B Site Planning, and Arch 546C Climate and Light;
2. Completion of at least one elective course in Architectural History and Theory; and
3. Completion of at least one elective course in Urban Issues.

Students in the M.Arch. 2 degree program have 18 units (six courses) of additional elective credits to complete.

## Information

For more information about graduate degree programs and requirements, contact the Director of Graduate Admissions, Graduate School of Architecture & Urban Design, Sam Fox School of Design & Visual Arts, Washington University in St. Louis, Campus Box 1079, One Brookings Drive, St. Louis, MO 63130-4899, or send e-mail to: [wuarch@arch.wustl.edu](mailto:wuarch@arch.wustl.edu).

# Architecture: 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 who entered the College of Architecture in and after the fall of 2005 will be eligible for the Dean's List if they:

1. Elect to take a minimum of 14 hours of course work per semester on the grade option, and;
2. Achieve a semester grade point average of 3.5 or better.

All undergraduate students electing the grade option are candidates for the Dean's List unless they notify the Office of the Dean in writing that they do not wish to be considered.

**Latin Honors:** Senior Honors may be awarded to graduating students whose academic performance has been outstanding. Candidates for Senior Honors will be recommended to the College of Arts & Sciences by the Dean.

To be eligible for Senior Honors, a student must have been cited on the Dean's List twice in the first three years or achieved a cumulative grade point average of 3.5 or above through his or her final semester. You may be considered for the Bachelor of Arts degree and Bachelor of Science degree *cum laude*, *magna cum laude*, or *summa cum laude* as determined by the dean. Nomination for Senior Honors will ultimately depend on the student's attitude toward learning demonstrated by academic records and faculty recommendations.

## 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 B.A. or B.S. undergraduate in the College.

**Sophomore Book Prize** . Presented to an outstanding sophomore who has completed the basic design sequence within the College. Given in honor of Leslie J. Laskey, professor emeritus, whose inspired teaching formed the basis of the basic design program and whose influence is carried on in the lives and work of the students who studied with him.

### Graduate

**Alpha Rho Chi Medal** . Alpha Rho Chi, a national social fraternity in architecture, awards a medal to the graduating sixth-year student who has shown an ability for leadership, has performed willing service for the Graduate School of Architecture & Urban Design, and has given promise of real professional merit.

**American Institute of Architects Medal** . Each year, the AIA medal is awarded to a member of the graduating class in recognition of scholastic achievement, character, and promise of professional ability. The student so honored receives the engraved medal. The runner-up also may be awarded a certificate, depending on the decision of the faculty. The awards are made in the name of the Henry Adams Fund by the AIA.

### All School

**James Walter Fitzgibbon Prize** . Mrs. James Fitzgibbon and friends of the family established a fund to honor Professor Fitzgibbon's memory and to recall his long and distinguished service on the faculty of Architecture. The annual income from this fund provides for the Fitzgibbon Prize, given to a 300- to 600-level student who has the winning solution to a one-day sketch problem.

**William Tao Prize** . Established by William K.Y. Tao, P.E., alumnus, emeritus trustee, and affiliate professor at Washington University, the William Tao Prize provides an annual cash award to students who have demonstrated excellence in the understanding and application of building systems in architecture, including illumination, electrical and mechanical engineering, and energy-efficient design.

**Frederick Widmann Prize in Architecture** . Through a bequest from the late Frederick Widmann, an annual prize of at least \$1,500 is offered to the best architectural student in the University. The selection is made by the faculty of the architecture college.

## Scholarship Funds

### Scholarships with applications

**St. Louis Chapter American Institute of Architects Scholarship Fund** . For students from the St. Louis metropolitan area who have completed the first two years of their architectural studies. Inquiries should be addressed to the St. Louis Chapter AIA, 911 Washington Ave., #225, St. Louis, Missouri 63101. Separate application is required.

**The James W. Fitzgibbon Scholarship in Architecture** . Awarded to support four years of study leading to either undergraduate architecture degree. The Fitzgibbon Scholar is selected in recognition of outstanding academic performance and promise in the field of architecture. The scholarship is in the amount of full tuition plus a \$1,000 stipend, renewable for a total of four years

of undergraduate study. Up to five partial-tuition scholarships are also available. For more information, contact the Office of Undergraduate Admissions. Separate application is required.

### **Scholars in Architecture**

The Scholars in Architecture program provides named scholarship funds that have been donated to the University by individuals or companies specifically for this purpose. Selection is based on financial need and academic achievement. There is no application process. The total amount of the student's financial assistance package does not change.

### **Loan Fund**

Gustel and Edith H. Kelwitt Scholarship Loan Fund. For students of architecture.



# Architecture: Academic Regulations

## Attendance

Regular attendance at all classes and studio meetings is expected of each student. If, in the opinion of the instructor, any student has accumulated absences to such an extent as to preclude the possibility of satisfying the course requirements, the student's registration in that course will be canceled, subject to the approval of the dean.

## Units and Grades

A unit is the amount of credit given for one hour of lecture or up to three hours of studio work a week for one semester. All students in the College of Architecture may take one nonrequired course on a pass/fail basis each semester. All students in the Graduate School of Architecture & Urban Design may select one of the following two grading options as they register for each semester: (1) grade option, or (2) pass/fail option. Under the grade option, a student may take one nonrequired course under pass/fail. Under the pass/fail option, all courses must be taken pass/fail.

Symbols used for both options have the following meanings:

Grade		Points per Unit
A		4.0
A-		3.7
B+		3.3
B		3.0
B-		2.7
C+		2.3
C		2.0
C-		1.7
D+		1.3
D		1.0
D-		0.7
F		0.0
P	Pass	0.0
F	Failing	0.0
I	Course work incomplete	
W	Withdrawal	
R	Repeat	
L	Successful audit	
Z	Unsuccessful audit	
N	No grade submitted	

Pluses and minuses are used. Each grade earned for a course taken for credit receives a specified number of grade points, and these points are affected by plus and minus grades as well.

F grades for a semester may be changed only through the last day of classes of the following semester and then only in extraordinary circumstances. The Office of the Dean will approve no changes of F grades after this interval.

In addition to grading under either the regular grade option or the pass/fail option, instructors teaching architectural design courses complete an evaluation form for each student; a copy is made available to the student, and the original is filed in the student's folder in the Office of the Dean.

## Auditing a Course

With prior approval from your academic adviser, you may audit an elective course.

## Incomplete Grades

Incomplete marks in all architectural design courses (100 to 600 level) must be removed by the first day of classes of the following semester. Failure to remove the incomplete will prevent the student from continuing in another architectural design course.

In all other courses, the grade of I must be removed no later than the last day of classes of the next full semester. On failure to make up an I within the next semester, the student shall automatically receive an F in the course unless explicitly excused by the dean. An F grade, so received, may not be changed. Students will not be allowed to continue in courses requiring prerequisites if the prerequisite has an Incomplete grade. A student who carries more than 9 units of incomplete work may be declared ineligible to re-enroll.

## Pass/Fail Option

No more than eight courses, exclusive of general studies, major, and minor courses, may be taken pass/fail.

## Minimum and Maximum Loads

Freshman 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 units each semester in order to maintain focus on the design studio and major requirements. This guideline can only be waived by the dean or associate dean. The normal load for graduate students is a maximum of 16 units each semester.

An enrollment above 18 units will be charged at the established University rate per hour of the additional credits and must be approved by the dean or associate dean of the College of Architecture.

Refer to the About WUSTL section of this *Bulletin* that covers tuition and fees for both the annual tuition rate and the per credit hour breakdown applicable to the College of Architecture.

Partial load enrollment is possible when circumstances warrant it and requires the permission of the dean.

Students are expected to proceed at a pace that enables them to finish their degree within the appropriate time limit. For undergraduates this is usually eight semesters, and for graduates it is established by the letter of admission. Students are expected to complete no fewer than the minimum number of hours set forth in the schedule below:

#### Undergraduate Program

Semester	Credits
1	10
2	20
3	32
4	45
5	60
6	75
7	97
8	120

#### Graduate Program

Semester	Credits
1	6
2	12
3	24
4	36
5	48
6	60
7	75
8	90
9	105

Exceptions to these minimum standards may be granted only with the written consent of an academic adviser or the associate dean or dean.

## Repeating a Course

When a student retakes a course in which a passing grade has been received, both enrollments will show on the transcript. If the second grade is equivalent to or better than the first grade, the first grade may be changed to R, indicating the re-enrollment upon request of the student and with department approval. If the second grade is lower, both grades will stand. Credit toward the degree will be allowed for only one of the enrollments. When a student retakes a course in which an F has been received, both enrollments for the course will appear on the transcript. If a passing grade is received in the second enrollment, the first enrollment may be changed to R, indicating the re-enrollment upon request of the student and with the approval of the dean.

## Academic Warning and Suspension

A student who fails to make satisfactory progress for two semesters toward the degree as outlined above will be placed on probation. The probation status serves as a warning that unless the quality of work improves, the student may be subject to dismissal from the College because of academic deficiency. Students 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 taken off the probation list at the completion of two consecutive semesters of satisfactory progress.

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, he or she will be placed on academic probation.

## Leave of Absence

A leave of absence for one or two semesters is normally granted to a student when individual circumstances, medical or personal, warrant it. A leave of absence assumes that the student will not be taking any academic work at another institution, and it guarantees re-enrollment at its conclusion. A letter from the dean granting a leave of absence will normally require notification by February 15 or November 15 of the student's intention to re-enroll in the following semester.

## Transfer Credit

Students wishing to transfer credit for course work completed at another institution should bring a full description of the course(s) to the associate dean for pre-approval. Upon receipt of an official transcript indicating a grade of C or better, courses will be considered for transfer. Grades for transfer courses will not appear on the student's Washington University record and will not figure into the student's grade point average.

## Retention of Student Work

The College of Architecture and Graduate School of Architecture & Urban Design reserve the right to retain any student work submitted for course credit. Normally this work will be returned to the student at the end of the semester, except that which has been retained for publications, exhibitions, or accreditation reviews. It is highly recommended that students photographically reproduce or electronically store their work in order to keep a record of their work.

## Withdrawals

If you wish to withdraw for any reason from the College of Architecture before the end of the semester, you should consult in person with the associate dean. No such withdrawal will be official until the request in writing has been approved by the associate dean and the appropriate changes have been made in your record.

## Academic Integrity

Students and members of the faculty of a university have an obligation to uphold the highest standards of scholarship. Plagiarism or other forms of cheating will not be tolerated. Where a student has violated the integrity of the academic community, an instructor may recommend that the student be brought before the Committee on Academic Integrity. A set of guidelines on academic integrity and a list of procedural steps for bringing a complaint before the committee are printed each semester in the College of Arts & Sciences section in Course Listings.

## University College Courses

Students may take courses in University College. Students should check with an associate dean prior to taking the course(s) if they want the course(s) to fulfill requirements.

## Architecture: Administration

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**Bruce Lindsey** , A.I.A., M.F.A, M.Arch.

Dean

E. Desmond Lee Professor for Community Collaboration

**Kathryn Dean** , M. Arch.

Director of Graduate School of Architecture & Urban Design

Professor

## Sam Fox School of Design & Visual Arts

The Sam Fox School of Design & Visual Arts 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.

## A Professional Art College Within a University

The College of Art offers you 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.

As an undergraduate student at the College of Art, you have a wide variety of options from which to choose to meet your individual needs and to satisfy your interests. The Bachelor of Fine Arts (B.F.A.) 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 you are able to build.

When you major in art at Washington University, you may choose among such areas of concentration as communication design, digital imaging and photography, fashion design, painting, print-making/drawing, or sculpture.

Our diverse student body is composed of young people who have records of high achievement in both art and academic subjects. Most of our students are planning for professional careers; some head for more traditional careers; others invent new opportunities and directions. Because the College provides such a comprehensive learning environment, it is an excellent place for you to mature as an artist or designer.

## Facilities

The College of Art studios are in Bixby Hall, Earl E. and Myrtle E. Walker Hall, Steinberg Hall, and Lewis Center. Bixby Hall, located on the University's Danforth Campus, was built for the College of Art in 1926 through a generous gift of William K. Bixby. Walker Hall was completed in the summer of 2006 as part of the new Sam Fox School of Design & Visual Arts. The renovation of Steinberg

Hall was completed in fall 2007. Lewis Center, housing the graduate studios, is located one mile from the Danforth Campus. Lewis Center offers 28,000 square feet of studio space.

Resources at the College of Art include the Whitaker Learning Laboratory, which has computers and software for graphics and design, as well as video equipment, and the Nancy Spirtas Kranzberg Studio for the Illustrated Book, located in Walker Hall.

## Dean

### Buzz Spector

Jane Reuter Hitzeman and Herbert F. Hitzman, Jr. Professor  
M.F.A., University of Chicago

## Endowed Professors

### Carmon Colangelo

E. Desmond Lee Professor for Collaboration in the Arts  
M.F.A., Louisiana State University

### Joan Hall

Kenneth E. Hudson Professor of Art  
M.F.A., University of Nebraska

### Ronald A. Leax

Halsey C. Ives Professor of Art  
M.F.A., Cranbrook Academy of Art

### Patricia Olynyk

Florence and Frank Bush Professor of Art  
M.F.A., California College of the Arts

## Professors

### Michael Byron

M.F.A., Nova Scotia College of Art and Design

### D. B. Dowd

M.F.A., University of Nebraska

### Ron Fondaw

M.F.A., University of Illinois–Urbana

### Jeff Pike

M.F.A., Syracuse University

### Stan J. Strembecki

M.F.A., California Institute of the Arts

## Associate Professors

### Sarah Birdsall

B.F.A., University of Michigan

**Ken Botnick**

B.B.S., University of Wisconsin

**Lisa Schneider Bulawsky**

M.F.A., University of Kansas

**Heather Corcoran**

M.F.A., Yale University School of Art

**Richard Krueger**

M.F.A., University of Notre Dame

**Franklin Oros**

B.S., Western Michigan University

**Jeigh Singleton**

M.S., Kansas State University

**Robin VerHage-Abrams**

M.F.A., University of Michigan

**Denise D. Ward-Brown**

M.F.A., Howard University

**Cheryl Wassenaar**

M.F.A., University of Cincinnati

**Assistant Professors**

**James Adams**

M.F.A., Pennsylvania Academy of Fine Arts

**Lauren Adams**

M.F.A., Carnegie Mellon University

**John Hendrix**

M.F.A., School of Visual Art

**Arny Nadler**

M.F.A., Cranbrook Academy of Art

**Visiting Assistant Professor**

**T. Kelly Mason**

M.F.A., Art Center College of Design

**Senior Lecturers**

**Mary Borgman**

M.F.A., Fontbonne University

**Jana Harper**

M.F.A., Arizona State University

**Jon Navy**

M.F.A., School of the Art Institute of Chicago

**Patrick C. Renschen**

M.F.A., University of Nebraska–Lincoln

**Jennifer Colten Schmidt**

M.F.A., Massachusetts College of Art

**Linda Solovic**

B.F.A., Washington University

**John Sarra**

M.F.A., Washington University

**Lindsey Stouffer**

M.F.A., Washington University

**Lecturers**

**Lou Ann Card**

Certificate, Washington University

**Traci Moore Clay**

B.S., University of Kansas

**Robert Gero**

Ph.D.; M.F.A.; M.A., New School for Social Research; California State University; California State University

**Skye Giordano**

B.F.A., Drake University

**Ben Kaplan**

B.F.A., New York University

**Noah Kirby**

M.F.A., Washington University

**Ron Laboray**

M.F.A., Washington University

**Tim Lane**

B.F.A., Minneapolis College of Art & Design

**Belinda Lee**

M.F.A., Southern Illinois University–Edwardsville

**Angela Malchionno**

M.F.A., Southern Illinois University–Edwardsville



**Michele Owens**

M.F.A., Washington University

**Tom Reed**

M.F.A., University of Iowa

**Jesse Thomas**

M.F.A., Washington University

**Amy Thompson**

M.F.A., Washington University

**Enrique von Rohr**

B.F.A., Washington University

**Regan Wheat**

M.F.A., Cranbrook Academy of Art

**Mary Jane Woehler**

B.S., Southern Illinois University–Carbondale

**Professors Emeriti****Edward Boccia****William Fett****Gene R. Hoefel****Peter Marcus****James McGarrell****Hylarie M. McMahon****William Quinn****Barry Schactman****W. Patrick Schuchard****Robert C. Smith****Stanley Tasker****Bachelor of Fine Arts**

The Bachelor of Fine Arts curriculum consists of a concentration of studio art courses in two-year components, the introductory Core program and majors. In addition, courses in art history, literature, social science, and natural science or math are required and provide a well-rounded educational experience.

The first year includes a planned sequence of drawing and design courses taken in conjunction with academic requirements and electives. The second year continues with intermediate studio experiences, based not in media but on concepts and methods of visual organization. It is recommended that you also complete an art elective in your intended major. Once this Core curriculum is completed, you begin your major.

During your third and fourth years, you spend the majority of your time in your selected major, while continuing to complete both academic requirements and studio electives. Major areas of study are communication design, digital imaging and photography, fashion design, painting, printmaking/drawing, and sculpture.

For specific degree requirements, see the Degree Requirements page for the College of Art.

**Core Program**

The Core program of courses is central, not only as preparation for later study but also as a substantial educational experience in itself. The first-year Core program (12 units) consists of a specified group of required courses: two-dimensional design, three-dimensional design, and two semesters of drawing. The courses emphasize building awareness, competence, and confidence through the studio experience. Expressive growth, new skills, and analytical development are all by-products of this experience.

The second-year Core program (12 units) builds on the experience of the first. Courses are based on professionally significant concepts, not on media. They are designed to help you organize visual experience in a new way, offering growth through a combination of freedom and discipline.

For this course of study, you are able to select from a group of Core courses, taking two courses each semester. This “menu” approach gives you the opportunity to begin making choices that reflect your developing interests. You select your courses in consultation with a faculty adviser.

**The Major in Art**

Majors are offered in:

- **Communication Design**
- **Digital Imaging and Photography**
- **Fashion Design**
- **Painting**
- **Printmaking/Drawing**
- **Sculpture**

During the third year, you may enter a major area of concentration and begin to apply the general art skills developed in the Core program.

During the third and fourth years, the major accounts for approximately one-half of the credit units earned each semester; the remainder are taken in the art and academic areas most appropriate to your professional goals and interests.

Students entering the communication design, digital imaging and photography, and fashion design majors are required to purchase a specified computer and software. The computer and software are purchased through the College of Art to yield the greatest possible savings to the student through educational discounts and bulk purchasing. The computer package for each major varies.

Computers for digital imaging and photography and communication design majors will be purchased during the summer and will be billed on the fall tuition statement. Computers for fashion design will be purchased in the fall and billed on the spring tuition statement. Charges are assessed according to the course registration on June 15 (fall) and November 25 (spring). If you have not registered for a major by these deadlines, you are responsible for any computer and software price increases, and you run the risk of not having a computer available at the start of classes. In the event you decide you do not wish to remain in one of these majors, payment for the computer remains your responsibility.

## The Split Major

If you have a grade point average of 3.0 (B) or better, you may pursue two majors within the College of Art, such as one in painting and one in printmaking/drawing. To do so, you must have permission of the associate dean of students (Bixby Hall, Room 1), and you must consult with your major faculty adviser. Although the split major is a rigorous program, it does not require additional credit units for graduation.

## The Second Major

As an art student, you may earn a second major in the College of Arts & Sciences, the Olin Business School, or the School of Engineering & Applied Science (computer science) while completing the requirements for the B.F.A. degree. If you choose to take advantage of this option, you will graduate with a B.F.A. degree with two majors—one in art and one in another school.

You must successfully complete all of the degree requirements for the B.F.A. and all of the requirements for the second major. Unlike a combined degree program, you do not need to complete the distribution requirements necessary for a degree in the College of Arts & Sciences, the Olin Business School, or the School of Engineering & Applied Science (computer science).

The second major option can be completed within four years if careful planning begins during the first year. If you are interested in this option, you should consult with the associate dean of students in the College of Art.

## Art Education

If you wish to teach art at the elementary and secondary levels, you 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 B.F.A. program.

In addition to course work in education, prospective art teachers must complete specific courses in general education (communications, humanities, mathematics, natural sciences, and social sciences). For information on general education requirements, you should consult with the associate dean of students (Bixby Hall, Room 1) or the Department of Education (McMillan Hall, Room 215). Missouri state certification normally takes an additional semester of study. Application to enroll in the teacher education program is made through the Department of Education and should be done no later than the beginning of the sophomore year. Part of the application process involves successfully passing College Base, an achievement test focused on general education content. (This test is periodically given on the Washington University campus.) Acceptable scores on the SAT or the ACT also must be submitted. Interested students may also apply for admission to the Master of Education degree program offered by the Education Department.

If you are in an undergraduate degree program at Washington University, you may pursue a minor in art from the College of Art. You must consult with the associate dean of students or the assistant dean/registrar (Bixby Hall, Room 1).

Minors may elect to take Special Topics classes or additional first-year Core courses as part of the elective requirement.

Students earning a minor in art may transfer only one non-Washington University course to fulfill a minor requirement with pre-approval from the associate dean of students. Architecture majors may transfer only one (either drawing or design) Washington University architecture course to fulfill an art minor requirement.

Students earning a minor must take all art courses for credit. F10 Art courses are core and major studio courses; F20 Art courses are elective studio courses. Only F10 or F20 courses may count for the minor.

## The Minor in Art: General Studies

**Units required:** 15

**Required courses:**

F10 Art 101 and 102. Drawing\*

F10 Art 105 or 106. 2-Dimensional Design

F10 Art 107 or 108. 3-Dimensional Design

**Elective courses:** Minors may elect to take additional F10 Art 100–200 level or any F20 Art course as part of the elective requirement.

\* By taking two semesters of drawing (F10 101 and F10 102), it is possible to complete this requirement without the courses in design.

## The Minor in Book Arts

**Units required:** 15

**Required courses:**

F20 Art 1713–4713 through 1714–4714. Introduction to Book Binding

F20 Art 171–471. Introduction to Letterpress Printing

F10 Art 283–284. Typography and Letterform: The Design of Language

F20 Art 339A–439A. History of Communication Design  
*or*

F20 Art 3701. Illustrated Entertainment: Pictorial Graphic Culture from Early Printing to Television

F20 Art 455A. Urban Books: Imag(en)ing St. Louis

**Elective courses:** None.

## The Minor in Communication Design

**Units required:** 15

**Required courses:**

F20 Art 135I–435I through 136I–436I. Communication Design I

**Elective courses:** Four selected from the following courses:

F10 Art 105 or 106. 2-D Design

F20 Art 135J–435J through 136J–436J. Communication Design II

F20 Art 2388. Sound Design

F20 Art 339A–439A. History of Communication Design

F10 Art 283–284. Typography and Letterform: The Design of Language

F20 Art 133–433 through 134–434. Basic Illustration

F20 135F–435F through 136F–436F. Interactivity and Web Design

F20 Art 1385–4385. Communication Design and Business

F20 Art 235M. Special Topics in Communication Design

## The Minor in Digital Imaging and Photography

**Units required:** 15

**Required courses:**

F20 Art 1183. Digital Photography I

F20 Art 1186. Black-and-White Photography

F20 Art 127A–427A through 128A–428A. History of Photography

**Elective courses:** Two selected from the following courses:

F20 Art 1184. Digital Imaging

F20 Art 1185. Kinetic Image

F20 Art 3183. Photography III

F20 Art 217J–417J. Alternative Process Photography

F20 Art 217I–417I through 218I–418I. Advanced Photography Seminar

F20 Art 3127. Photography in Italy

## The Minor in Fashion Design

**Units required:** 15

**Required courses:**

F10 Art 105 or 106. 2-D Design

F10 Art 107 or 108. 3-D Design

F20 Art 123D–423D through 124D–424D. 2-D Fashion Design

F20 Art 123E–423E through 124E–424E. 3-D Fashion Design

F20 Art 123G–423G through 124G–424G. Fashion: Textile Design

**Elective courses:** None.

## The Minor in Painting

**Units required:** 15

**Required courses:**

F10 Art 101. Drawing

F10 Art 285–286. Color Systems\*

F10 Art 111 or 112. Painting

F20 Art 211 or 212. Painting

F20 Art 311B or 312B. Painting II

**Elective courses:** None.

\* Color Systems may be waived in favor of a second drawing course (F10 Art 102).

## The Minor in Printmaking

**Units required:** 15

**Required courses:**

F10 Art 101. Drawing

F20 Art 115 or 116. Printmaking

F20 Art 215 or 216. Printmaking (different course number than above)

F10 Art 215D or 216D. Special Topics in Printmaking

F10 Art 350 or 450. Independent Study with Major Faculty

**Elective courses:** None.

## The Minor in Sculpture

**Units required:** 15

**Required courses:**

F10 Art 107 or 108. 3-D Design

**Elective courses:** Select from the following classes:

F10 Art 267 or 268. Dimension Studies

F10 Art 273 or 274. Time Arts

F10 Art 273A or 274A. Durational Systems

F20 Art 113A or 114A. Sculpture

F20 Art 213A or 214E. Special Topics in Sculpture

F10 Art 350 or 450. Independent Study with Major Faculty

## The Minor in Textiles

**Units required:** 15

**Required courses:**

F20 Art 123G–423G through 124G–424G. Fashion: Textile Design

F20 Art 123H–423H through 124H–424H. Sustainable Textile Design

F20 Art 123I–423I through 124I–424I. Textile Design Methods

F10 Art 285–286. Color Systems

F20 Art 115–415 through 116–416. Printmaking

**F10 Art:** Art core and major studio courses

**F20 Art:** Art elective studio courses

College of Art majors and students pursuing an art minor will have enrollment priority. Because elective (F20) courses are offered at the 100–400 levels, students must enroll as applicable—100-level courses are for freshmen, 200 level for sophomores, 300 level for juniors, and 400 level for seniors.

### F10 ART 101. Drawing

An introductory course that teaches the student to recognize and manipulate fundamental elements of composition, line, form, space and modeling. Emphasis is placed on working accurately from observation, with an introduction to other methodologies. Students work in a variety of media. Demonstrations and illustrated lectures supplement studio sessions and outside projects.

Credit 3 units.

### F10 ART 102. Drawing

An introductory course that teaches the student to recognize and manipulate fundamental elements of line, tone, texture, volume and plane with relation to representational drawing. Students work

in a wide variety of media and techniques (charcoal, pencil, pastels and wet media) from the model, still life and environment. Demonstrations and illustrated lectures supplement studio sessions and outside projects.

Credit 3 units.

### F10 ART 105. 2-D Design

An introduction to basic design principles and their application on a 2-dimensional surface. Investigation of the functions and properties of the formal elements and their organization through the use of relational schemes. Includes an introduction to color and basic color theory. Problems stress systematic approach to visual communication.

Credit 3 units.

### F10 ART 106. 2-D Design

An introduction to basic design principles and their application on a 2-dimensional surface. Investigation of the functions and properties of the formal elements and their organization through the use of relational schemes. Includes an introduction to color and basic color theory. Problems stress systematic approach to visual communication.

Credit 3 units.

### F10 ART 107. 3-D Design

An introduction to basic design principles and their application to 3-dimensional form and real space and time. The design vocabulary is broadened through exercises that deal with mass, volume, weight, gravity, and movement. Students learn to use a variety of materials, tools and processes.

Credit 3 units.

### F10 ART 108. 3-D Design

An introduction to basic design principles and their application to 3-dimensional form and real space and time. The design vocabulary is broadened through exercises that deal with mass, volume, weight, gravity, and movement. Students learn to use a variety of materials, tools and processes.

Credit 3 units.

### F20 ART 111. Painting

Introduction to painting processes and materials. While there is emphasis on oil painting, students also are 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.

**F20 ART 112. Painting**

Introduction to painting processes and materials. While there is emphasis on oil painting, students also are introduced to water-color 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.

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**F20 ART 113A. Sculpture**

Explores contemporary sculptural concepts and processes in various media, including latex, plaster, plastics, metal, and wood fabrication, with emphasis on development of technical skills at whatever level of advancement is suited to the experience of the student.

Credit 3 units.

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**F20 ART 113E. Special Topics in Sculpture**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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**F20 ART 113F. Sculpture: Foundry**

The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students learn mold making, direct organic burnout, ceramic shell investment, metal chasing, and patination in order to create finished sculpture. In addition to metal casting, students use other materials such as plaster, resin, steel, wood, rubber, plastic, and foam to create a mixed-media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required.

Credit 3 units.

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**F20 ART 113G. Sculpture: Wood**

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.

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**F20 ART 113H. Sculpture: Blacksmithing**

This course is an introduction to Blacksmithing materials, tools and techniques. Students explore the fundamental techniques of hand-forged metal. Metal can be manipulated as a plastic material and offers enormous possibilities for 3-dimensional form. In this class we explore these possibilities and expand our sculptural vocabulary.

Credit 3 units.

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**F20 ART 113I. Sculpture: Metal Fabrication**

Metal is the backbone of our modern world and a viable medium for self-expression. It can be employed as structure or as surface, it can be plastically deformed to create compound shapes, or it can be connected to most any other material. Students explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines and learn the safe operation of drilling, grinding, and finishing tools.

Credit 3 units.

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**F20 ART 114A. Sculpture**

Explores contemporary sculptural concepts and processes in various media, including latex, plaster, plastics, metal, and wood fabrication, with emphasis on development of technical skills at whatever level of advancement is suited to the experience of the student.

Credit 3 units.

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**F20 ART 114E. Special Topics in Sculpture**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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**F20 ART 114F. Sculpture: Foundry**

The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students learn mold making, direct organic burnout, ceramic shell investment, metal chasing, and patination in order to create finished sculpture. In addition to metal casting, students use other materials such as plaster, resin, steel, wood, rubber, plastic, and foam to create a mixed-media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required.

Credit 3 units.

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**F20 ART 114G. Sculpture: Wood**

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.

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**F20 ART 114I. Sculpture: Metal Fabrication**

Metal is the backbone of our modern world and a viable medium for self-expression. It can be employed as structure or as surface, it can be plastically deformed to create compound shapes, or it can be connected to most any other material. Students explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines and learn the safe operation of drilling, grinding, and finishing tools.

Credit 3 units.

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**F20 ART 115. Printmaking**

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.

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**F20 ART 115D. Special Topics in Printmaking**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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**F20 ART 115E. Printmaking: Themed and Boxed**

Students experiment with image making in thematically unified bodies of work in the form of a print portfolio. The history of the art form as well as the techniques used in its development are covered in slide presentations as well as in demonstrations. The student creates a print portfolio based on a particular theme during the semester.

Credit 3 units.

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**F20 ART 116. Printmaking**

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.

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**F20 ART 116E. Guerilla Printmaking**

This studio course in printmaking explores the ideology of print as a cultural, social, and political activity. Through our projects, we embrace the value of the multiple in printmaking as a "democratic medium." Our primary weapon is in the domain of distribution. Strategies for projects done in this class may include site-specific work, audience participation projects, performative work, ephemera produced around an event, time-based work, etc. Projects are both collaborative and individual. Students learn to write proposals and manifestos, document their work in situ, and make digital presentations in support of the projects. Students also may learn and use print techniques such as woodcut, lithography, Pronto plates, Gocco printing, and digital applications to accomplish goals. However, technique is dictated by the idea for each project AND is not limited to the traditional forms of printmaking. In other words, low-tech/low-cost alternatives and philosophically relevant approaches are part of the mix.

Credit 3 units.

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**F20 ART 1183. Digital Photography**

This introductory level course explores digital technology for capturing, enhancing, and producing still lens-based images. The course addresses 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.

Credit 3 units.

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**F20 ART 1184. Digital Imaging**

This course addresses the use of technology and pixel-based software for generating, manipulating, and compositing still digital images. The course examines the visual language and poetics of additive lens-based images while providing students with knowledge of software tools, input devices, production techniques, color management strategies, and output devices.

Credit 3 units.

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**F20 ART 1185. Kinetic Image**

This introductory-level course addresses the use of digital technology and software for capturing, editing, and producing moving images. The course examines the visual language and poetics of moving images while providing students with foundation knowledge of camera operations, production storyboarding, software tools, and presentation strategies. The course assumes no prior knowledge or experience with kinetic imaging technologies or software.

Credit 3 units.

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**F20 ART 1186. Black-and-White Photography**

Introduction to the fundamentals of black-and-white photography. Emphasis on control of film, paper, and black-and-white photographic processes in the classical fine arts tradition. Topics may include portrait, landscape, street photography, the figure, and contemporary issues in photography.

Credit 3 units.

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**F20 ART 119. Ceramics**

An introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of the wheel, coil, and slab construction. While the emphasis is on high-fired stoneware, students are introduced to Raku and soda firing. Content and advanced processes and skills are encouraged according to the individual's level.

Credit 3 units.

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**F20 ART 120. Ceramics**

An introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of the wheel, coil, and slab construction. While the emphasis is on



high-fired stoneware, students are introduced to Raku and soda firing. Content and advanced processes and skills are encouraged according to the individual's level.

Credit 3 units.

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**F20 ART 123D. Fashion Design 2D**

Designed to familiarize students with techniques and materials used in drawing flats, floats, croquis, specs, and illustrations for fashion design. Design problems associated with designing groups, collections, and lines of apparel for popular and selected consumption are included.

Credit 3 units.

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**F20 ART 123E. Fashion Design 3D**

Designed to familiarize students with the equipment and technology peculiar to a career in fashion design. Emphasis on increased awareness of the capabilities of the materials and equipment. Development of skills peculiar to apparel design, and appreciation of the processes involved in the design and manufacturing of apparel.

Credit 3 units.

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**F20 ART 123F. Special Topics in Fashion Design**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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**F20 ART 123G. Fashion: Textile Design**

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.

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**F20 ART 124D. Fashion Design 2D**

Designed to familiarize students with techniques and materials used in drawing flats, floats, croquis, specs, and illustrations for fashion design. Design problems associated with designing groups, collections, and lines of apparel for popular and selected consumption are included.

Credit 3 units.

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**F20 ART 124E. Fashion Design 3D**

Designed to familiarize students with the equipment and technology peculiar to a career in fashion design. Emphasis on increased awareness of the capabilities of the materials and equipment. Development of skills peculiar to apparel design, and appreciation of the processes involved in the design and manufacturing of apparel.

Credit 3 units.

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**F20 ART 124G. Special Topics in Fashion Design**

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.

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**F20 ART 127A. History of Photography**

Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influences on the medium.

Credit 3 units.

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**F20 ART 128A. History of Photography**

Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influences on the medium.

Credit 3 units.

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**F20 ART 133. Basic Illustration**

An introduction to concepts, media techniques and problem-solving approaches within contemporary illustration. Emphasis on individual solutions to the problems presented.

Credit 3 units.

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**F20 ART 134. Basic Illustration**

An introduction to concepts, media techniques and problem-solving approaches within contemporary illustration. Emphasis on individual solutions to the problems presented.

Credit 3 units.

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**F20 ART 135F. Interactivity and Web Design**

This course combines investigations of image construction and editing, typography, and basic issues in interactivity to explore the world of interface design and beginning web development.

Credit 3 units.

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**F20 ART 135G. The Licensed Image: Development and Distribution**

An introduction to the concept of image development, design, market distribution and methodology for creating licensed products. Projects involve product idea development, market, and the development of image-driven products using images, design, and writing. Traditional drawing skills not required. Students may work by hand or on the computer.

Credit 3 units.

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#### **F20 ART 135I. Communication Design I**

An introduction to the field of communication design, combining principles from the fields of graphic design, advertising, and illustration/image construction. Through studio exercises and lectures, students are exposed to the broad range of conceptual, aesthetic, and strategic issues inherent to the field. Additionally, the similarities, differences and points of overlap within the three areas are discussed. Strongly recommended for students considering the Communication Design major. An excellent introduction to the subject as a tool for business and marketing.

Credit 3 units.

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#### **F20 ART 135J. Introduction to Animating in Three Dimensions**

This course addresses the fundamental principles of designing and constructing the 3-dimensional modeled world for film and video. Students progress from an overview of the 3-D animation process to defining and implementing filmic ideas using their own modeled creations. Sketches are imported into modeling software (Maya), which is used to build and animate characters, create environments, and produce effects. Three-dimensional animation is created in its own virtual space and is navigated by cameras much like a traditional film studio or sound stage. Therefore, cinematic shot design and camera navigation within the virtual world are examined in depth. An animated 3-D short is produced to convey a simple story in a model environment.

Credit 3 units.

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#### **F20 ART 135L. Communication Design and Business**

This course provides an introduction to business communications in a visual environment. Subjects to be addressed include visual organization, introductory typography, basic identity development, message construction, and business presentation development.

Credit 3 units.

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#### **F20 ART 135M. Special Topics in Communication Design:**

Studies in special subjects. Topics vary from semester to semester.

Credit 3 units.

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#### **F20 ART 136F. Interactivity and Web Design**

This course combines investigations of image construction and editing, typography, and basic issues in interactivity to explore the world of interface design and beginning web development.

Credit 3 units.

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#### **F20 ART 136G. The Licensed Image: Development and Distribution**

An introduction to the concept of image development, design, market distribution and methodology for creating licensed products. Projects involve product idea development, market, and the

development of image-driven products using images, design, and writing. Traditional drawing skills not required. Students may work by hand or on the computer.

Credit 3 units.

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#### **F20 ART 136I. Communication Design I**

An introduction to the field of communication design, combining principles from the fields of graphic design, advertising, and illustration/image construction. Through studio exercises and lectures, students are exposed to the broad range of conceptual, aesthetic, and strategic issues inherent to the field. Additionally, the similarities, differences and points of overlap within the three areas are discussed. Strongly recommended for students considering the Communication Design major. An excellent introduction to the subject as a tool for business and marketing.

Credit 3 units.

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#### **F20 ART 1386. The Art of Advertising**

This course introduces students to the field by defining the role of advertising in American culture and economy. It begins by exploring the evolving and devolving aspects of American advertising and the forces that both compel and repel consumer audiences. The class explains the processes and criteria that, when properly utilized, elevate advertising and validate it as an art form. The course consists of lectures and visiting instructors, brief essay quizzes, and a series of exercises designed to acquaint each student with administrative and creative processes and various disciplines within the advertising field. Major emphasis is upon the creative disciplines.

Credit 3 units.

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#### **F20 ART 1481. The Illustrated Book: Design and Production**

An investigation of text, image, design, and production within the broad realm of illustrated books. A series of exploratory exercises in the beginning of the semester yields to a single sustained project to be 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.

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#### **F20 ART 1482. The Illustrated Book: Design and Production**

An investigation of text, image, design, and production within the broad realm of illustrated books. A series of exploratory exercises in the beginning of the semester yields to a single sustained project to be 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.

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#### **F20 ART 1484. Special Topics in Book Arts**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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#### **F20 ART 171. Introduction to Letterpress Printing**

This class serves as an introduction to printing with the Vandercook handpress. Through a series of assignments students learn a systematic approach to planning, arranging, and printing type on a page. The students receive a basic introduction to typography, history of letterforms, and history of the book. The mechanics of relief printing with the cylinder proof press, ink composition, and resolution of the typographic image also are explored. As an exploration of the publishing process, students produce a chapbook of a short literary work. The class primarily focuses on typographic composition, but one assignment employs a combination of word and image.

Credit 3 units.

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#### **F20 ART 1713. Introduction to Book Binding**

This class serves as an introduction to the book as artifact of material culture. A variety of traditional and nontraditional book structures are explored. Students learn from historical approaches to constructing the codex form, including the single signature pamphlet, the multisignature case binding, the coptic, and the medieval long stitch. Students learn Japanese binding and its many variations. Several contemporary variations are introduced, including the tunnel, the flag book, the accordion, and the carousel. Students explore the visual book using found imagery and photocopy transfers and produce a variety of decorated papers to be used in their bindings.

Credit 3 units.

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#### **F20 ART 1714. Introduction to Book Binding**

This class serves as an introduction to the book as artifact of material culture. A variety of traditional and nontraditional book structures are explored. Students learn from historical approaches to constructing the codex form, including the single signature pamphlet, the multisignature case binding, the coptic, and the medieval long stitch. Students learn Japanese binding and its many variations. Several contemporary variations are introduced, including the tunnel, the flag book, the accordion, and the carousel. Students explore the visual book using found imagery and photocopy transfers and produce a variety of decorated papers to be used in their bindings.

Credit 3 units.

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#### **F10 ART 201C. Drawing From Invention**

This course examines drawing as a thinking process. Using a variety of media, students move from departure concept to completed artwork, investigating pictorial traditions, technical and conceptual frameworks along the way. This is an intensive workshop. Outside reading required as well as frequent visits to the museum.

Credit 3 units.

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#### **F10 ART 203B. Anatomy/Figure Structure**

A rigorous drawing course focusing on human anatomy (muscular and skeletal systems), various proportional systems, as well as bio/psycho/social/political conditions having influenced figural representations.

Credit 3 units.

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#### **F10 ART 204B. Anatomy/Figure Structure**

A rigorous drawing course focusing on human anatomy (muscular and skeletal systems), various proportional systems, as well as bio/psycho/social/political conditions having influenced figural representations.

Credit 3 units.

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#### **F20 ART 211. Painting**

Introduction to painting processes and materials. While there is emphasis on oil painting, students also are 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.

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#### **F20 ART 2113. Special Topics in Painting**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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#### **F20 ART 2114. Special Topics in Painting: Intensive Intermediate Oil Painting**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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#### **F20 ART 2115. Intensive Intermediate Painting**

In this course we explore the genres of painting from the inside-out. We focus on process and technical skill as well as the political and social underpinnings of several painting genres. As the course progresses, students improve at oil painting in its traditional 20th century use and gain some technical and conceptual experience with its contemporary manifestation. Our main focus is on perceptual studies, although we also work with notions of abstrac-

tion in painting. There are weekly homework assignments as well as a few reading assignments. This is a very structured course, designed to develop your strengths and abilities as a painter and to further your conceptual understanding of the medium.  
Credit 3 units.

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#### **F20 ART 2116. Intensive Intermediate Painting**

In this course we explore the genres of painting from the inside-out. We focus on process and technical skill as well as the political and social underpinnings of several painting genres. As the course progresses, students improve at oil painting in its traditional 20th century use and gain some technical and conceptual experience with its contemporary manifestation. Our main focus is on perceptual studies, although we also work with notions of abstraction in painting. There are weekly homework assignments as well as a few reading assignments. This is a very structured course, designed to develop your strengths and abilities as a painter and to further your conceptual understanding of the medium.  
Credit 3 units.

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#### **F20 ART 211B. Painting II**

Intermediate painting focuses on the processes and concepts of oil painting. It is a structured course with an emphasis on perceptual studies as well as an overview of historical and contemporary painting issues. Students are expected to possess good drawing skills and a beginner's familiarity with oil painting techniques. Critical readings and homework assignments are an important part of the course. Prerequisite: a beginning painting elective or permission of instructor.  
Credit 3 units.

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#### **F20 ART 212. Painting**

Introduction to painting processes and materials. While there is emphasis on oil painting, students also are 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.

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#### **F20 ART 212B. Painting II**

Intermediate painting focuses on the processes and concepts of oil painting. It is a structured course with an emphasis on perceptual studies as well as an overview of historical and contemporary painting issues. Students are expected to possess good drawing skills and a beginner's familiarity with oil painting techniques. Critical readings and homework assignments are an important part of the course. Prerequisite: a beginning painting elective or permission of instructor.  
Credit 3 units.

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#### **F20 ART 213A. Sculpture**

Explores contemporary sculptural concepts and processes in various media, including latex, plaster, plastics, metal, and wood fabrication, with emphasis on development of technical skills at whatever level of advancement is suited to the experience of the student.  
Credit 3 units.

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#### **F20 ART 213E. Special Topics in Sculpture**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.  
Credit 3 units.

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#### **F20 ART 213F. Sculpture: Foundry**

The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students learn mold making, direct organic burnout, ceramic shell investment, metal chasing, and patination in order to create finished sculpture. In addition to metal casting, students use other materials such as plaster, resin, steel, wood, rubber, plastic, and foam to create a mixed-media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required.  
Credit 3 units.

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#### **F20 ART 213G. Sculpture: Wood**

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.

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#### **F20 ART 213H. Sculpture: Blacksmithing**

This course is an introduction to Blacksmithing materials, tools and techniques. Students explore the fundamental techniques of hand-forged metal. Metal can be manipulated as a plastic material and offers enormous possibilities for 3-dimensional form. In this class we explore these possibilities and expand our sculptural vocabulary.  
Credit 3 units.

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#### **F20 ART 213I. Sculpture: Metal Fabrication**

Metal is the backbone of our modern world and a viable medium for self-expression. It can be employed as structure or as surface, it can be plastically deformed to create compound shapes, or it can be connected to most any other material. Students explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines and learn the safe operation of drilling, grinding, and finishing tools.  
Credit 3 units.

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**F20 ART 214A. Sculpture**

Explores contemporary sculptural concepts and processes in various media, including latex, plaster, plastics, metal, and wood fabrication, with emphasis on development of technical skills at whatever level of advancement is suited to the experience of the student.

Credit 3 units.

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**F20 ART 214E. Special Topics in Sculpture**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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**F20 ART 214F. Sculpture: Foundry**

The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students learn mold making, direct organic burnout, ceramic shell investment, metal chasing, and patination in order to create finished sculpture. In addition to metal casting, students use other materials such as plaster, resin, steel, wood, rubber, plastic, and foam to create a mixed-media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required.

Credit 3 units.

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**F20 ART 214G. Sculpture: Wood**

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.

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**F20 ART 214I. Sculpture: Metal Fabrication**

Metal is the backbone of our modern world and a viable medium for self-expression. It can be employed as structure or as surface, it can be plastically deformed to create compound shapes, or it can be connected to most any other material. Students explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines and learn the safe operation of drilling, grinding, and finishing tools.

Credit 3 units.

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**F20 ART 215. Printmaking**

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.

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**F20 ART 215D. Special Topics in Printmaking**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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**F20 ART 215E. Printmaking: Themed and Boxed**

Students experiment with image making in thematically unified bodies of work in the form of a print portfolio. The history of the art form as well as the techniques used in its development are covered in slide presentations as well as in demonstrations. The student creates a print portfolio based on a particular theme during the semester.

Credit 3 units.

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**F20 ART 216. Printmaking**

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.

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**F20 ART 216D. Special Topics in Printmaking**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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**F20 ART 216E. Guerilla Printmaking**

This studio course in printmaking explores the ideology of print as a cultural, social, and political activity. Through our projects, we embrace the value of the multiple in printmaking as a "democratic medium." Our primary weapon is in the domain of distribution. Strategies for projects done in this class may include site-specific work, audience participation projects, performative work, ephemera produced around an event, time-based work, etc. Projects are both collaborative and individual. Students learn to write proposals and manifestos, document their work in situ, and make digital presentations in support of the projects. Students also may learn and use print techniques such as woodcut, lithography, Pronto plates, Gocco printing, and digital applications to accomplish goals. However, technique is dictated by the idea for each project AND is not limited to the traditional forms of printmaking. In other words, low-tech/low-cost alternatives and philosophically relevant approaches are part of the mix.

Credit 3 units.

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**F20 ART 217J. Alternative Process Photography**

(Formerly Nonsilver Photography). An exploration into the use of nonsilver and alternative photographic processes. The course explores such processes as blue and brown printing and gum



printing as well as photomechanical processes such as photocopying and color photocopying. Prerequisite: F20 Art 1186 Black-and-White Photography or permission of instructor.

Credit 3 units.

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#### **F20 ART 219. Ceramics**

An introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of the wheel, coil, and slab construction. While the emphasis is on high-fired stoneware, students are introduced to Raku and soda firing. Content and advanced processes and skills are encouraged according to the individual's level.

Credit 3 units.

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#### **F20 ART 220. Ceramics**

An introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of the wheel, coil, and slab construction. While the emphasis is on high-fired stoneware, students are introduced to Raku and soda firing. Content and advanced processes and skills are encouraged according to the individual's level.

Credit 3 units.

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#### **F20 ART 223D. Fashion Design 2D**

Designed to familiarize students with techniques and materials used in drawing flats, floats, croquis, specs, and illustrations for fashion design. Design problems associated with designing groups, collections, and lines of apparel for popular and selected consumption are included.

Credit 3 units.

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#### **F20 ART 223E. Fashion Design 3D**

Designed to familiarize students with the equipment and technology peculiar to a career in fashion design. Emphasis on increased awareness of the capabilities of the materials and equipment. Development of skills peculiar to apparel design, and appreciation of the processes involved in the design and manufacturing of apparel.

Credit 3 units.

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#### **F20 ART 223F. Special Topics in Fashion Design**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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#### **F20 ART 223G. Fashion: Textile Design**

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.

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#### **F20 ART 224D. Fashion Design 2D**

Designed to familiarize students with techniques and materials used in drawing flats, floats, croquis, specs, and illustrations for fashion design. Design problems associated with designing groups, collections, and lines of apparel for popular and selected consumption are included.

Credit 3 units.

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#### **F20 ART 224E. Fashion Design 3D**

Designed to familiarize students with the equipment and technology peculiar to a career in fashion design. Emphasis on increased awareness of the capabilities of the materials and equipment. Development of skills peculiar to apparel design, and appreciation of the processes involved in the design and manufacturing of apparel.

Credit 3 units.

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#### **F20 ART 224G. Special Topics in Fashion Design**

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.

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#### **F10 ART 225. Artist and Self**

A course that investigates the self-portrait from both the studio/visual aspect as well as the psychodynamic. Through assignments, readings, and in-class discussions, students examine the motivations and implications of the portrait from an internal as well as external descriptions.

Credit 3 units.

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#### **F10 ART 226. Artist and Self**

A course that investigates the self-portrait from both the studio/visual aspect as well as the psychodynamic. Through assignments, readings, and in-class discussions, students examine the motivations and implications of the portrait from an internal as well as external descriptions.

Credit 3 units.

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#### **F20 ART 227A. History of Photography**

Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influences on the medium.

Credit 3 units.

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**F20 ART 228A. History of Photography**

Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influences on the medium.

Credit 3 units.

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**F20 ART 233. Basic Illustration**

An introduction to concepts, media techniques and problem-solving approaches within contemporary illustration. Emphasis on individual solutions to the problems presented.

Credit 3 units.

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**F20 ART 234. Basic Illustration**

An introduction to concepts, media techniques and problem-solving approaches within contemporary illustration. Emphasis on individual solutions to the problems presented.

Credit 3 units.

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**F20 ART 235F. Interactivity and Web Design**

This course combines investigations of image construction and editing, typography, and basic issues in interactivity to explore the world of interface design and beginning web development.

Credit 3 units.

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**F20 ART 235G. The Licensed Image: Development and Distribution**

An introduction to the concept of image development, design, market distribution and methodology for creating licensed products. Projects involve product idea development, market, and the development of image-driven products using images, design, and writing. Traditional drawing skills not required. Students may work by hand or on the computer.

Credit 3 units.

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**F20 ART 235I. Communication Design I**

An introduction to the field of communication design, combining principles from the fields of graphic design, advertising, and illustration/image construction. Through studio exercises and lectures, students are exposed to the broad range of conceptual, aesthetic, and strategic issues inherent to the field. Additionally, the similarities, differences and points of overlap within the three areas are discussed. Strongly recommended for students considering the Communication Design major. An excellent introduction to the subject as a tool for business and marketing.

Credit 3 units.

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**F20 ART 235J. Introduction to Animating in Three Dimensions**

This course addresses the fundamental principles of designing and constructing the 3-dimensional modeled world for film and video. Students progress from an overview of the 3-D animation

process to defining and implementing filmic ideas using their own modeled creations. Sketches are imported into modeling software (Maya), which is used to build and animate characters, create environments, and produce effects. Three-dimensional animation is created in its own virtual space and is navigated by cameras much like a traditional film studio or sound stage. Therefore, cinematic shot design and camera navigation within the virtual world are examined in depth. An animated 3-D short is produced to convey a simple story in a model environment.

Credit 3 units.

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**F20 ART 235L. Communication Design and Business**

This course provides an introduction to business communications in a visual environment. Subjects to be addressed include visual organization, introductory typography, basic identity development, message construction, and business presentation development.

Credit 3 units.

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**F20 ART 235M. Special Topics in Communication Design**

Studies in special subjects. Topics vary from semester to semester.

Credit 3 units.

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**F20 ART 236F. Interactivity and Web Design**

This course combines investigations of image construction and editing, typography, and basic issues in interactivity to explore the world of interface design and beginning web development.

Credit 3 units.

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**F20 ART 236G. The Licensed Image: Development and Distribution**

An introduction to the concept of image development, design, market distribution and methodology for creating licensed products. Projects involve product idea development, market, and the development of image-driven products using images, design, and writing. Traditional drawing skills not required. Students may work by hand or on the computer.

Credit 3 units.

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**F20 ART 236I. Communication Design I**

An introduction to the field of communication design, combining principles from the fields of graphic design, advertising, and illustration/image construction. Through studio exercises and lectures, students are exposed to the broad range of conceptual, aesthetic, and strategic issues inherent to the field. Additionally, the similarities, differences and points of overlap within the three areas are discussed. Strongly recommended for students considering the Communication Design major. An excellent introduction to the subject as a tool for business and marketing.

Credit 3 units.

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**F20 ART 2386. The Art of Advertising**

This course introduces students to the field by defining the role of advertising in American culture and economy. It begins by exploring the evolving and devolving aspects of American advertising and the forces that both compel and repel consumer audiences. The class explains the processes and criteria that, when properly utilized, elevate advertising and validate it as an art form. The course consists of lectures and visiting instructors, brief essay quizzes, and a series of exercises designed to acquaint each student with administrative and creative processes and various disciplines within the advertising field. Major emphasis is upon the creative disciplines.

Credit 3 units.

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**F20 ART 2481. The Illustrated Book: Design and Production**

An investigation of text, image, design, and production within the broad realm of illustrated books. A series of exploratory exercises in the beginning of the semester yields to a single sustained project to be 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.

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**F20 ART 2482. The Illustrated Book: Design and Production**

An investigation of text, image, design, and production within the broad realm of illustrated books. A series of exploratory exercises in the beginning of the semester yields to a single sustained project to be 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.

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**F20 ART 2484. Special Topics in Book Arts**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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**F20 ART 250. Independent Study**

Credit variable, maximum 3 units.

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**F20 ART 2622. Special Topics: Art/Culture/Culture/Art**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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**F20 ART 2644. Italian Level II**

This course is a continuation of the conversational Italian course required for the Semester Abroad Program. Taught entirely in Italian, this class concentrates on conversational Italian. There is an emphasis on class participation accompanied by readings and writing. The student develops facility speaking the language on an everyday basis.

Credit 5 units.

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**F10 ART 265. Conceptual Methods in Drawing**

Communication of conceptual content through the invention of systems of signification related to language structure. Equates drawing with the primary formation of concepts. Anthropological models, serial structures, symbolic languages, spatial systems.

Credit 3 units.

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**F10 ART 266. Conceptual Methods in Drawing**

Communication of conceptual content through the invention of systems of signification related to language structure. Equates drawing with the primary formation of concepts. Anthropological models, serial structures, symbolic languages, spatial systems.

Credit 3 units.

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**F20 ART 2661. Semester Abroad Program Seminar**

This course prepares students participating in the College of Art's Spring Semester Abroad Program in Florence, Italy. The seminar meets eight times over the course of the semester. Attendance is required.

Credit 1 unit.

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**F20 ART 271. Introduction to Letterpress Printing**

This class serves as an introduction to printing with the Vandercook handpress. Through a series of assignments students learn a systematic approach to planning, arranging, and printing type on a page. The students receive a basic introduction to typography, history of letterforms, and history of the book. The mechanics of relief printing with the cylinder proof press, ink composition, and resolution of the typographic image also are explored. As an exploration of the publishing process, students produce a chapbook of a short literary work. The class primarily focuses on typographic composition, but one assignment employs a combination of word and image.

Credit 3 units.

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**F20 ART 2713. Introduction to Book Binding**

This class serves as an introduction to the book as artifact of material culture. A variety of traditional and nontraditional book structures are explored. Students learn from historical approaches to constructing the codex form, including the single signature pamphlet, the multisignature case binding, theoptic, and the

medieval long stitch. Students learn Japanese binding and its many variations. Several contemporary variations are introduced, including the tunnel, the flag book, the accordion, and the carousel. Students explore the visual book using found imagery and photocopy transfers and produce a variety of decorated papers to be used in their bindings.

Credit 3 units.

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#### **F20 ART 2714. Introduction to Book Binding**

This class serves as an introduction to the book as artifact of material culture. A variety of traditional and nontraditional book structures are explored. Students learn from historical approaches to constructing the codex form, including the single signature pamphlet, the multisignature case binding, the coptic, and the medieval long stitch. Students learn Japanese binding and its many variations. Several contemporary variations are introduced, including the tunnel, the flag book, the accordion, and the carousel. Students explore the visual book using found imagery and photocopy transfers and produce a variety of decorated papers to be used in their bindings.

Credit 3 units.

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#### **F10 ART 273A. Durational Systems**

Investigation of duration as a mode of artistic production. Explores time-based objects and events. Open to digital, 3-D and 4-D solutions. Students harness the power of new media to interpret concepts such as time, distance, collaboration, and interactivity through traditional, digital, and web-based platforms.

Credit 3 units.

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#### **F10 ART 274A. Durational Systems**

Investigation of duration as a mode of artistic production. Explores time-based objects and events. Open to digital, 3-D and 4-D solutions. Students harness the power of new media to interpret concepts such as time, distance, collaboration, and interactivity through traditional, digital, and web-based platforms.

Credit 3 units.

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#### **F10 ART 275. Critical Frameworks in the Visual Arts**

A lecture course addressing basic issues in modern and post-modern criticism presented in historical context. Lectures alternate with discussion.

Credit 3 units.

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#### **F10 ART 276. Critical Frameworks in the Visual Arts**

A lecture course addressing basic issues in modern and post-modern criticism presented in historical context. Lectures alternate with discussion.

Credit 3 units. BU: ETH

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#### **F10 ART 2784. Special Topics in Core**

Artists, for centuries, have come to Florence to study its art, architecture, and cultural artifacts. This course is designed to help students locate themselves within the history of art and ideas that still resonate in the museums, churches, and streets of Florence. Students draw, in a number of ways and mediums, as a way of paying homage to a social, cultural, and art historical lineage. The sketchbook serves as a visual document of the experience of studying abroad and as a resource for future work. College of Art's Semester Abroad Program in Florence, Italy.

Credit 3 units.

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#### **F10 ART 2788. Visiting Faculty Workshops**

The students participate in three month-long workshops with visiting faculty from the College of Art. This course provides the students with the opportunity to examine different artistic disciplines. The course is modified to accommodate the student's experience abroad. College of Art's Semester Program in Florence, Italy.

Credit 3 units.

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#### **F10 ART 279. Recognition, Construction and the Found**

Students juxtapose, combine, and edit found objects, imagery, and text to create 2-dimensional and 3-dimensional artwork. Historical precedents, such as assemblage, collage, and installation are examined.

Credit 3 units.

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#### **F10 ART 280. Recognition, Construction and the Found**

Students juxtapose, combine, and edit found objects, imagery, and text to create 2-dimensional and 3-dimensional artwork. Historical precedents, such as assemblage, collage, and installation are examined.

Credit 3 units.

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#### **F10 ART 281. Body and Context**

This course investigates the figure and its potential in contemporary art practice. The figure is investigated as both present and implied. A variety of media is explored; emphasis on 3-dimensional work.

Credit 3 units.

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#### **F10 ART 283. Typography and Letterform: The Design of Language**

This class examines and utilizes the letter form as visual image, as symbol, and in its conventional role as language. Students investigate the ubiquitous presence of the typographic form in our visual landscape and learn to use it as a compositional tool. They question the boundary between 'reading' language and 'reading' image by looking at historical examples and through their own studio practice. A variety of media and processes is explored.

Credit 3 units.

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**F10 ART 284. Typography and Letterform: The Design of Language**

This class examines and utilizes the letter form as visual image, as symbol, and in its conventional role as language. Students investigate the ubiquitous presence of the typographic form in our visual landscape and learn to use it as a compositional tool. They question the boundary between 'reading' language and 'reading' image by looking at historical examples and through their own studio practice. A variety of media and processes is explored.

Credit 3 units.

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**F10 ART 285. Color Systems**

A sustained experience in color that includes the study of optical, theoretical, and cultural issues.

Credit 3 units.

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**F10 ART 286. Color Systems**

A sustained experience in color that includes the study of optical, theoretical, and cultural issues.

Credit 3 units.

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**F10 ART 287. Material Systems**

Investigates object making via materials and various processes to explore visual and physical metaphor.

Credit 3 units.

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**F10 ART 288. Material Systems**

Investigates object making via materials and various processes to explore visual and physical metaphor.

Credit 3 units.

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**F20 ART 301. 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.

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**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.

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**F10 ART 311. Painting**

Advanced study in painting with individualized criticism, lectures, and seminars, leading toward the development of personal idioms.

Credit 8 units.

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**F20 ART 311. Painting**

Introduction to painting processes and materials. While there is emphasis on oil painting, students also are introduced to water-color 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.

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**F20 ART 3113. Special Topics in Painting**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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**F20 ART 3114. Special Topics in Painting: Intensive Intermediate Oil Painting**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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**F20 ART 3115. Intensive Intermediate Painting**

In this course we explore the genres of painting from the inside-out. We focus on process and technical skill as well as the political and social underpinnings of several painting genres. As the course progresses, students improve at oil painting in its traditional 20th century use and gain some technical and conceptual experience with its contemporary manifestation. Our main focus is on perceptual studies, although we also work with notions of abstraction in painting. There are weekly homework assignments as well as a few reading assignments. This is a very structured course, designed to develop your strengths and abilities as a painter and to further your conceptual understanding of the medium.

Credit 3 units.

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**F20 ART 3116. Intensive Intermediate Painting**

In this course we explore the genres of painting from the inside-out. We focus on process and technical skill as well as the political and social underpinnings of several painting genres. As the course progresses, students improve at oil painting in its traditional 20th century use and gain some technical and conceptual experience with its contemporary manifestation. Our main focus is on perceptual studies, although we also work with notions of abstraction in painting. There are weekly homework assignments as well as a few reading assignments. This is a very structured course, designed to develop your strengths and abilities as a painter and to further your conceptual understanding of the medium.

Credit 3 units.

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**F20 ART 311B. Painting II**

Intermediate painting focuses on the processes and concepts of oil painting. It is a structured course with an emphasis on perceptual studies as well as an overview of historical and contemporary painting issues. Students are expected to possess good drawing skills and a beginner's familiarity with oil painting techniques. Critical readings and homework assignments are an important part of the course. Prerequisite: a beginning painting elective or permission of instructor.

Credit 3 units.

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**F10 ART 312. Painting**

Advanced study in painting with individualized criticism, lectures, and seminars, leading toward the development of personal idioms.

Credit 8 units.

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**F20 ART 312. Painting**

Introduction to painting processes and materials. While there is emphasis on oil painting, students also are 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.

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**F20 ART 312B. Painting II**

Intermediate painting focuses on the processes and concepts of oil painting. It is a structured course with an emphasis on perceptual studies as well as an overview of historical and contemporary painting issues. Students are expected to possess good drawing skills and a beginner's familiarity with oil painting techniques. Critical readings and homework assignments are an important part of the course. Prerequisite: a beginning painting elective or permission of instructor.

Credit 3 units.

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**F10 ART 313A. Sculpture**

Exploration of advanced concepts and techniques. Involvement with larger scale, environmental relationships, and architectural considerations. Processes and materials include construction in a large variety of materials, firing, plaster mold making, direct plaster work, wood and stone carving, foundry, plastics laminations, soft sculpture, welding, soldering, brazing, and metalwork.

Credit 8 units.

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**F20 ART 313A. Sculpture**

Explores contemporary sculptural concepts and processes in various media, including latex, plaster, plastics, metal, and wood fabrication, with emphasis on development of technical skills at whatever level of advancement is suited to the experience of the student.

Credit 3 units.

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**F20 ART 313E. Special Topics in Sculpture**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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**F20 ART 313F. Sculpture: Foundry**

The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students learn mold making, direct organic burnout, ceramic shell investment, metal chasing, and patination in order to create finished sculpture. In addition to metal casting, students use other materials such as plaster, resin, steel, wood, rubber, plastic, and foam to create a mixed-media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required.

Credit 3 units.

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**F20 ART 313G. Sculpture: Wood**

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.

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**F20 ART 313H. Sculpture: Blacksmithing**

This course is an introduction to Blacksmithing materials, tools and techniques. Students explore the fundamental techniques of hand-forged metal. Metal can be manipulated as a plastic material and offers enormous possibilities for 3-dimensional form. In this class we explore these possibilities and expand our sculptural vocabulary.

Credit 3 units.

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**F20 ART 313I. Sculpture: Metal Fabrication**

Metal is the backbone of our modern world and a viable medium for self-expression. It can be employed as structure or as surface, it can be plastically deformed to create compound shapes, or it can be connected to most any other material. Students explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines and learn the safe operation of drilling, grinding, and finishing tools.

Credit 3 units.

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**F10 ART 314A. Sculpture**

Exploration of advanced concepts and techniques. Involvement with larger scale, environmental relationships, and architectural considerations. Processes and materials include construction in a large variety of materials, firing, plaster mold making, direct plaster work, wood and stone carving, foundry, plastics laminations, soft sculpture, welding, soldering, brazing, and metalwork.



Credit 8 units.

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#### **F20 ART 314A. Sculpture**

Explores contemporary sculptural concepts and processes in various media, including latex, plaster, plastics, metal, and wood fabrication, with emphasis on development of technical skills at whatever level of advancement is suited to the experience of the student.

Credit 3 units.

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#### **F20 ART 314E. Special Topics in Sculpture**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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#### **F20 ART 314F. Sculpture: Foundry**

The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students learn mold making, direct organic burnout, ceramic shell investment, metal chasing, and patination in order to create finished sculpture. In addition to metal casting, students use other materials such as plaster, resin, steel, wood, rubber, plastic, and foam to create a mixed-media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required.

Credit 3 units.

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#### **F20 ART 314G. Sculpture: Wood**

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.

---

#### **F20 ART 314I. Sculpture: Metal Fabrication**

Metal is the backbone of our modern world and a viable medium for self-expression. It can be employed as structure or as surface, it can be plastically deformed to create compound shapes, or it can be connected to most any other material. Students explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines and learn the safe operation of drilling, grinding, and finishing tools.

Credit 3 units.

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#### **F20 ART 315. Printmaking**

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.

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#### **F10 ART 315A. Printmaking/Drawing**

A comprehensive investigation of both traditional and experimental drawing and printmaking techniques. Students are encouraged to explore large-scale mixed-media processes with an emphasis on the development of individual images and marking styles. Students have facilities available in papermaking and printmaking with capabilities for computer and photographic techniques.

Credit 8 units.

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#### **F20 ART 315D. Special Topics in Printmaking**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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#### **F20 ART 315E. Printmaking: Themed and Boxed**

Students experiment with image making in thematically unified bodies of work in the form of a print portfolio. The history of the art form as well as the techniques used in its development are covered in slide presentations as well as in demonstrations. The student creates a print portfolio based on a particular theme during the semester.

Credit 3 units.

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#### **F20 ART 316. Printmaking**

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.

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#### **F10 ART 316A. Printmaking/Drawing**

A comprehensive investigation of both traditional and experimental drawing and printmaking techniques. Students are encouraged to explore large-scale mixed-media processes with an emphasis on the development of individual images and marking styles. Students have facilities available in papermaking and printmaking with capabilities for computer and photographic techniques.

Credit 8 units.

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#### **F20 ART 316D. Special Topics in Printmaking**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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**F20 ART 316E. Guerilla Printmaking**

This studio course in printmaking explores the ideology of print as a cultural, social, and political activity. Through our projects, we embrace the value of the multiple in printmaking as a "democratic medium." Our primary weapon is in the domain of distribution. Strategies for projects done in this class may include site-specific work, audience participation projects, performative work, ephemera produced around an event, time-based work, etc. Projects are both collaborative and individual. Students learn to write proposals and manifestos, document their work in situ, and make digital presentations in support of the projects. Students also may learn and use print techniques such as woodcut, lithography, Pronto plates, Gocco printing, and digital applications to accomplish goals. However, technique is dictated by the idea for each project AND is not limited to the traditional forms of printmaking. In other words, low-tech/low-cost alternatives and philosophically relevant approaches are part of the mix.

Credit 3 units.

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**F10 ART 317A. Digital Imaging and Photography**

Refining methods, materials, and techniques of photography as well as developing working knowledge of chemistry, film, and paper. Assignments challenge students' insight into their own portfolios of photographs as well as those of other photographers.

Credit 8 units.

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**F20 ART 317J. Alternative Process Photography**

(Formerly Nonsilver Photography). An exploration into the use of nonsilver and alternative photographic processes. The course explores such processes as blue and brown printing and gum printing as well as photomechanical processes such as photocopying and color photocopying. Prerequisite: F20 Art 1186 Black-and-White Photography or permission of instructor.

Credit 3 units.

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**F10 ART 318A. Digital Imaging and Photography**

Refining methods, materials, and techniques of photography as well as developing working knowledge of chemistry, film, and paper. Assignments challenge students' insight into their own portfolios of photographs as well as those of other photographers.

Credit 8 units.

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**F20 ART 319. Ceramics**

An introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of the wheel, coil, and slab construction. While the emphasis is on high-fired stoneware, students are introduced to Raku and soda firing. Content and advanced processes and skills are encouraged according to the individual's level.

Credit 3 units.

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**F20 ART 320. Ceramics**

An introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of the wheel, coil, and slab construction. While the emphasis is on high-fired stoneware, students are introduced to Raku and soda firing. Content and advanced processes and skills are encouraged according to the individual's level.

Credit 3 units.

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**F10 ART 323. Fashion Design**

Creative approach to fashion design, with flat pattern and draping skills used in the development of original sample garments. Construction techniques and industrial methods presented and applied to specific structured design problems. Students work with visiting designer-critics. Garments are reviewed by a professional jury in the spring semester and selected for the annual student fashion show.

Credit 8 units.

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**F20 ART 323D. Fashion Design 2D**

Designed to familiarize students with techniques and materials used in drawing flats, floats, croquis, specs, and illustrations for fashion design. Design problems associated with designing groups, collections, and lines of apparel for popular and selected consumption are included.

Credit 3 units.

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**F20 ART 323E. Fashion Design 3D**

Designed to familiarize students with the equipment and technology peculiar to a career in fashion design. Emphasis on increased awareness of the capabilities of the materials and equipment. Development of skills peculiar to apparel design, and appreciation of the processes involved in the design and manufacturing of apparel.

Credit 3 units.

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**F20 ART 323F. Special Topics in Fashion Design**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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**F20 ART 323G. Fashion: Textile Design**

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.

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**F10 ART 324. Fashion Design**

Creative approach to fashion design, with flat pattern and draping skills used in the development of original sample garments. Construction techniques and industrial methods presented and applied to specific structured design problems. Students work with visiting designer-critics. Garments are reviewed by a professional jury in the spring semester and selected for the annual student fashion show.

Credit 8 units.

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**F20 ART 324D. Fashion Design 2D**

Designed to familiarize students with techniques and materials used in drawing flats, floats, croquis, specs, and illustrations for fashion design. Design problems associated with designing groups, collections, and lines of apparel for popular and selected consumption are included.

Credit 3 units.

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**F20 ART 324E. Fashion Design 3D**

Designed to familiarize students with the equipment and technology peculiar to a career in fashion design. Emphasis on increased awareness of the capabilities of the materials and equipment. Development of skills peculiar to apparel design, and appreciation of the processes involved in the design and manufacturing of apparel.

Credit 3 units.

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**F20 ART 324G. Special Topics in Fashion Design**

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.

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**F20 ART 327A. History of Photography**

Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influences on the medium.

Credit 3 units.

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**F20 ART 328A. History of Photography**

Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influences on the medium.

Credit 3 units.

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**F20 ART 333. Basic Illustration**

An introduction to concepts, media techniques and problem-solving approaches within contemporary illustration. Emphasis on individual solutions to the problems presented.

Credit 3 units.

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**F20 ART 334. Basic Illustration**

An introduction to concepts, media techniques and problem-solving approaches within contemporary illustration. Emphasis on individual solutions to the problems presented.

Credit 3 units.

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**F20 ART 3352. Commercial Modernism in America 1865-1965**

This course explores contributions to and expressions of image-based visual modernism in the commercial tradition. We focus on periodical illustration, the comic strip, and animated film. Content addresses the birth and expansion of industrial image production; the history of relevant technologies; modernist art theory and the experience of modernity; the parallel but culturally distinct traditions of illustration and cartooning; and issues of race and gender in the production and reception of these works. A sampling of practitioners to be considered: E.W. Kemble, Howard Pyle, Jessie Willcox Smith, Elizabeth Shippen Green, N.C. Wyeth, Winsor McCay, J.C. Leyendecker, Norman Rockwell, Chester Gould, Milton Caniff, Al Parker, Robert Weaver, Mary Blair, Saul Bass, Paul Rand, Ezra Jack Keats, and Jack Kirby. Three required film screenings are scheduled during the semester. Images from the commercial tradition typically fall into a cultural and academic blind spot. They exist outside the realm of art history as traditionally defined and receive primarily textual analyses in culture studies contexts. As a result, many careers and works that would otherwise attract interest remain effectively invisible. This course seeks to integrate the close study of objects associated with art history and the embrace of the embedded in culture studies. We draw on the collections of the recently founded Modern Graphic History Library at Washington University.

Credit 3 units.

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**F20 ART 335F. Interactivity and Web Design**

This course combines investigations of image construction and editing, typography, and basic issues in interactivity to explore the world of interface design and beginning web development.

Credit 3 units.

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**F20 ART 335G. The Licensed Image: Development and Distribution**

An introduction to the concept of image development, design, market distribution and methodology for creating licensed products. Projects involve product idea development, market, and the

development of image-driven products using images, design, and writing. Traditional drawing skills not required. Students may work by hand or on the computer.

Credit 3 units.

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#### **F20 ART 335I. Communication Design I**

An introduction to the field of communication design, combining principles from the fields of graphic design, advertising, and illustration/image construction. Through studio exercises and lectures, students are exposed to the broad range of conceptual, aesthetic, and strategic issues inherent to the field. Additionally, the similarities, differences and points of overlap within the three areas are discussed. Strongly recommended for students considering the Communication Design major. An excellent introduction to the subject as a tool for business and marketing.

Credit 3 units.

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#### **F20 ART 335J. Introduction to Animating in Three Dimensions**

This course addresses the fundamental principles of designing and constructing the 3-dimensional modeled world for film and video. Students progress from an overview of the 3-D animation process to defining and implementing filmic ideas using their own modeled creations. Sketches are imported into modeling software (Maya), which is used to build and animate characters, create environments, and produce effects. Three-dimensional animation is created in its own virtual space and is navigated by cameras much like a traditional film studio or sound stage. Therefore, cinematic shot design and camera navigation within the virtual world are examined in depth. An animated 3-D short is produced to convey a simple story in a model environment.

Credit 3 units.

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#### **F20 ART 335L. Communication Design and Business**

This course provides an introduction to business communications in a visual environment. Subjects to be addressed include visual organization, introductory typography, basic identity development, message construction, and business presentation development.

Credit 3 units.

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#### **F20 ART 335M. Special Topics in Communication Design**

Studies in special subjects. Topics vary from semester to semester.

Credit 3 units.

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#### **F20 ART 336F. Interactivity and Web Design**

This course combines investigations of image construction and editing, typography, and basic issues in interactivity to explore the world of interface design and beginning web development.

Credit 3 units.

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#### **F20 ART 336G. The Licensed Image: Development and Distribution**

An introduction to the concept of image development, design, market distribution and methodology for creating licensed products. Projects involve product idea development, market, and the development of image-driven products using images, design, and writing. Traditional drawing skills not required. Students may work by hand or on the computer.

Credit 3 units.

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#### **F20 ART 336I. Communication Design I**

An introduction to the field of communication design, combining principles from the fields of graphic design, advertising, and illustration/image construction. Through studio exercises and lectures, students are exposed to the broad range of conceptual, aesthetic, and strategic issues inherent to the field. Additionally, the similarities, differences and points of overlap within the three areas are discussed. Strongly recommended for students considering the Communication Design major. An excellent introduction to the subject as a tool for business and marketing.

Credit 3 units.

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#### **F20 ART 336K. Communication Design II**

This course continues the elements of communication design in a more professional context. Students advance their understanding of concept development and visual execution. They also examine contemporary professional work in the field and are introduced to the business of the profession, including working with clients. Course work integrates fundamental design skills with business presentations and team-based projects. The final course assignment comes from an external firm. Students work in groups and make a professional presentation to the client.

Credit 3 units.

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#### **F10 ART 337B. Communication Design: Word and Image Studio I**

This course centers around the study of word-image relationships. It values intensive visual exploration and clear communication. Students are challenged to make illustrations, explore typography, and bring visual elements together into a unified whole. Projects take the form of posters, image sets, books, icons, maps, labels, infographics, etc. As the course progresses, the student works to narrow his or her focus within the field of visual communication by selecting particular projects from a suite of offerings.

Credit 3 units.

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#### **F10 ART 337C. Communication Design: Typography I**

This course examines typography as a vehicle for conveying information across contexts and as an expressive and interpretive medium. Students complete a series of exercises and projects.

Credit 3 units.

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**F10 ART 337D. Communication Design: Digital Adventure**

Students are introduced to digital tools of graphic design and image making. Through content-driven design projects, supplemented by in-class exercises, students explore and learn Adobe Illustrator, Photoshop, and InDesign.

Credit 2 units.

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**F20 ART 3386. The Art of Advertising**

This course introduces students to the field by defining the role of advertising in American culture and economy. It begins by exploring the evolving and devolving aspects of American advertising and the forces that both compel and repel consumer audiences. The class explains the processes and criteria that, when properly utilized, elevate advertising and validate it as an art form. The course consists of lectures and visiting instructors, brief essay quizzes, and a series of exercises designed to acquaint each student with administrative and creative processes and various disciplines within the advertising field. Major emphasis is upon the creative disciplines.

Credit 3 units.

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**F10 ART 338B. Communication Design: Word and Image II**

This course continues the study of word-image relationships from Word and Image I. It focuses on methodologies for realizing clear communication across a range of problems, including the construction of narrative, messaging, poster design, and information design. Students are expected to become self-directed about their own synthesis of word and image and select an area of emphasis within design and illustration for deeper study in the senior year. Prerequisite: Word and Image I.

Credit 3 units.

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**F10 ART 338C. Communication Design: Typography II**

This course builds on the basic typographic principles introduced in Typography I. Course work examines typography as a vehicle for conveying information across contexts and as an expressive and interpretive medium. Students complete a series of projects relevant to the development of professional practice in communication design. Prerequisite: Typography I.

Credit 3 units.

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**F10 ART 338D. Communication Design: Introduction to Motion and Interactivity**

This course explores screen-based experiences and uses the language of cinema as a tool for thinking about sequential narratives. The class also provides a beginning experience with interactivity, using both digital and analog technologies. Students complete a series of projects. Prerequisite: Digital Adventure.

Credit 2 units.

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**F20 ART 339A. History of Communication Design**

Historical development of communication design based on a survey of significant artists and designers and the ideas, styles, movements, forces, and individuals who influenced their work. This course is a component of the Communication Design major.

Credit 3 units.

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**F20 ART 345. Topics in the History of Book Illustration: The Book as Subject**

Within the last half-century, the book has moved from periphery to center, becoming the subject of an expanding body of work by writers and artists. Its formal qualities and physical processes, its habitual means of organizing, its strengths, its limitations and the meanings we attach to them, have become the subject of seemingly self-conscious, inward-looking books. Postmodern as if by definition, playfulness and irony attend these works and their complexities and subtleties often prove elusiveness a virtue. They command a reshaping of our sense of how books, texts, and illustrations react to and interact with one another and how a reader/viewer experiences and makes sense of them. We look at work by Vladimir Nabokov, Julio Cortazar, Italo Calvino, William H. Gass, Samuel Beckett, Jasper Johns, Tom Phillips, Anselm Kiefer, Susan Baron, Peter Greenaway, and others. This seminar explores aspects of the history of image and text conjoined in the western book, at once an object and a concept, a thing experienced and a conduit, a means of transmission. Utilizing a variety of analytical and critical approaches-psychoanalytical, deconstructive, New Historicist-we examine the ways in which texts and images make and unmake meanings. Students are asked to write two papers, one brief (six to eight pages), the other more extended (12 to 20 pages) and to give one in-class presentation.

Credit 3 units.

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**F20 ART 3481. The Illustrated Book: Design and Production**

An investigation of text, image, design, and production within the broad realm of illustrated books. A series of exploratory exercises in the beginning of the semester yields to a single sustained project to be 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.

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**F20 ART 3482. The Illustrated Book: Design and Production**

An investigation of text, image, design, and production within the broad realm of illustrated books. A series of exploratory exercises in the beginning of the semester yields to a single sustained project to be 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.

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#### **F20 ART 3484. Special Topics in Book Arts**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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#### **F20 ART 350. Independent Study**

Credit variable, maximum 3 units.

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#### **F20 ART 371. Introduction to Letterpress Printing**

This class serves as an introduction to printing with the Vandercook handpress. Through a series of assignments students learn a systematic approach to planning, arranging, and printing type on a page. The students receive a basic introduction to typography, history of letterforms, and history of the book. The mechanics of relief printing with the cylinder proof press, ink composition, and resolution of the typographic image also are explored. As an exploration of the publishing process, students produce a chapbook of a short literary work. The class primarily focuses on typographic composition, but one assignment employs a combination of word and image.

Credit 3 units.

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#### **F20 ART 3713. Introduction to Book Binding**

This class serves as an introduction to the book as artifact of material culture. A variety of traditional and nontraditional book structures are explored. Students learn from historical approaches to constructing the codex form, including the single signature pamphlet, the multisignature case binding, the coptic, and the medieval long stitch. Students learn Japanese binding and its many variations. Several contemporary variations are introduced, including the tunnel, the flag book, the accordion, and the carousel. Students explore the visual book using found imagery and photocopy transfers and produce a variety of decorated papers to be used in their bindings.

Credit 3 units.

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#### **F20 ART 3714. Introduction to Book Binding**

This class serves as an introduction to the book as artifact of material culture. A variety of traditional and nontraditional book structures are explored. Students learn from historical approaches to constructing the codex form, including the single signature pamphlet, the multisignature case binding, the coptic, and the medieval long stitch. Students learn Japanese binding and its many variations. Several contemporary variations are introduced,

including the tunnel, the flag book, the accordion, and the carousel. Students explore the visual book using found imagery and photocopy transfers and produce a variety of decorated papers to be used in their bindings.

Credit 3 units.

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#### **F20 ART 3715. Hybrid Studio**

Hybrid Studio is an opportunity for undergraduate and graduate students from across the campus to engage the book as a truly interdisciplinary subject and object. This course combines equal parts seminar and applied studio experience. Historical models of the book as framework for ideas and physical artifact are studied and modeled. The intention of this course is to combine work in allied disciplines, supporting students in the integration of their chosen major areas of study and incorporating photography, painting, sculpture, design, architecture, engineering, writing, and history. The class moves between group discussions and individual mentoring with regularly scheduled demonstrations of book studio equipment.

Credit variable, maximum 3 units.

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#### **F20 ART 3824. The Italian Renaissance in the City of Florence**

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

Credit 3 units.

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#### **F20 ART 394. New Topic (Sam Fox School)**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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#### **F20 ART 401. 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.

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#### **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.

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#### **F10 ART 411. Painting**

Continuation of F10 ART 311-312. Advanced study in painting with individualized criticism, lectures, and seminars, leading toward the development of personal idioms.



Credit 10 units.

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### **F20 ART 411. Painting**

Introduction to painting processes and materials. While there is emphasis on oil painting, students also are introduced to water-color 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.

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### **F20 ART 4115. Intensive Intermediate Painting**

In this course we explore the genres of painting from the inside-out. We focus on process and technical skill as well as the political and social underpinnings of several painting genres. As the course progresses, students improve at oil painting in its traditional 20th century use and gain some technical and conceptual experience with its contemporary manifestation. Our main focus is on perceptual studies, although we also work with notions of abstraction in painting. There are weekly homework assignments as well as a few reading assignments. This is a very structured course, designed to develop your strengths and abilities as a painter and to further your conceptual understanding of the medium.

Credit 3 units.

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### **F20 ART 4116. Intensive Intermediate Painting**

In this course we explore the genres of painting from the inside-out. We focus on process and technical skill as well as the political and social underpinnings of several painting genres. As the course progresses, students improve at oil painting in its traditional 20th century use and gain some technical and conceptual experience with its contemporary manifestation. Our main focus is on perceptual studies, although we also work with notions of abstraction in painting. There are weekly homework assignments as well as a few reading assignments. This is a very structured course, designed to develop your strengths and abilities as a painter and to further your conceptual understanding of the medium.

Credit 3 units.

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### **F20 ART 411B. Painting II**

Intermediate painting focuses on the processes and concepts of oil painting. It is a structured course with an emphasis on perceptual studies as well as an overview of historical and contemporary painting issues. Students are expected to possess good drawing skills and a beginner's familiarity with oil painting techniques. Critical readings and homework assignments are an important part of the course. Prerequisite: a beginning painting elective or permission of instructor.

Credit 3 units.

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### **F10 ART 412. Painting**

Continuation of F10 ART 311-312. Advanced study in painting with individualized criticism, lectures, and seminars, leading toward the development of personal idioms.

Credit 10 units.

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### **F20 ART 412. Painting**

Introduction to painting processes and materials. While there is emphasis on oil painting, students also are introduced to water-color 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.

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### **F20 ART 412B. Painting II**

Intermediate painting focuses on the processes and concepts of oil painting. It is a structured course with an emphasis on perceptual studies as well as an overview of historical and contemporary painting issues. Students are expected to possess good drawing skills and a beginner's familiarity with oil painting techniques. Critical readings and homework assignments are an important part of the course. Prerequisite: a beginning painting elective or permission of instructor.

Credit 3 units.

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### **F10 ART 413A. Sculpture**

Continuation of F10 ART 313A-314A. Exploration of advanced concepts and techniques. Involvement with larger scale, environmental relationships, and architectural considerations. Processes and materials include construction in a large variety of materials, firing, plaster mold making, direct plaster work, wood and stone carving, foundry, plastics laminations, soft sculpture, welding, soldering, brazing, and metalwork.

Credit 10 units.

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### **F20 ART 413A. Sculpture**

Explores contemporary sculptural concepts and processes in various media, including latex, plaster, plastics, metal, and wood fabrication, with emphasis on development of technical skills at whatever level of advancement is suited to the experience of the student.

Credit 3 units.

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### **F20 ART 413E. Special Topics in Sculpture**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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**F20 ART 413F. Sculpture: Foundry**

The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students learn mold making, direct organic burnout, ceramic shell investment, metal chasing, and patination in order to create finished sculpture. In addition to metal casting, students use other materials such as plaster, resin, steel, wood, rubber, plastic, and foam to create a mixed-media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required.

Credit 3 units.

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**F20 ART 413G. Sculpture: Wood**

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.

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**F20 ART 413H. Sculpture: Blacksmithing**

This course is an introduction to Blacksmithing materials, tools and techniques. Students explore the fundamental techniques of hand-forged metal. Metal can be manipulated as a plastic material and offers enormous possibilities for 3-dimensional form. In this class we explore these possibilities and expand our sculptural vocabulary.

Credit 3 units.

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**F20 ART 413I. Sculpture: Metal Fabrication**

Metal is the backbone of our modern world and a viable medium for self-expression. It can be employed as structure or as surface, it can be plastically deformed to create compound shapes, or it can be connected to most any other material. Students explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines and learn the safe operation of drilling, grinding, and finishing tools.

Credit 3 units.

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**F10 ART 414A. Sculpture**

Continuation of F10 ART 313A-314A. Exploration of advanced concepts and techniques. Involvement with larger scale, environmental relationships, and architectural considerations. Processes and materials include construction in a large variety of materials, firing, plaster mold making, direct plaster work, wood and stone carving, foundry, plastics laminations, soft sculpture, welding, soldering, brazing, and metalwork.

Credit 10 units.

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**F20 ART 414A. Sculpture**

Explores contemporary sculptural concepts and processes in various media, including latex, plaster, plastics, metal, and wood fabrication, with emphasis on development of technical skills at whatever level of advancement is suited to the experience of the student.

Credit 3 units.

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**F20 ART 414E. Special Topics in Sculpture**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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**F20 ART 414F. Sculpture: Foundry**

The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students learn mold making, direct organic burnout, ceramic shell investment, metal chasing, and patination in order to create finished sculpture. In addition to metal casting, students use other materials such as plaster, resin, steel, wood, rubber, plastic, and foam to create a mixed-media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required.

Credit 3 units.

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**F20 ART 414G. Sculpture: Wood**

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.

---

**F20 ART 414I. Sculpture: Metal Fabrication**

Metal is the backbone of our modern world and a viable medium for self-expression. It can be employed as structure or as surface, it can be plastically deformed to create compound shapes, or it can be connected to most any other material. Students explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines and learn the safe operation of drilling, grinding, and finishing tools.

Credit 3 units.

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**F20 ART 415. Printmaking**

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.

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**F10 ART 415A. Printmaking/Drawing**

Continuation of F10 Art 315-316. A comprehensive investigation of both traditional and experimental drawing and printmaking techniques. Students are encouraged to explore large-scale mixed-media processes with an emphasis on the development of individual images and marking styles. Students have facilities available in papermaking and printmaking with capabilities for computer and photographic techniques.

Credit 10 units.

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**F20 ART 415D. Special Topics in Printmaking**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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**F20 ART 415E. Printmaking: Themed and Boxed**

Students experiment with image making in thematically unified bodies of work in the form of a print portfolio. The history of the art form as well as the techniques used in its development are covered in slide presentations as well as in demonstrations. The student creates a print portfolio based on a particular theme during the semester.

Credit 3 units.

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**F20 ART 416. Printmaking**

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.

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**F10 ART 416A. Printmaking/Drawing**

Continuation of F10 Art 315-316. A comprehensive investigation of both traditional and experimental drawing and printmaking techniques. Students are encouraged to explore large-scale mixed-media processes with an emphasis on the development of individual images and marking styles. Students have facilities available in papermaking and printmaking with capabilities for computer and photographic techniques.

Credit 10 units.

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**F20 ART 416D. Special Topics in Printmaking**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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**F20 ART 416E. Guerilla Printmaking**

This studio course in printmaking explores the ideology of print as a cultural, social, and political activity. Through our projects, we embrace the value of the multiple in printmaking as a "democratic medium." Our primary weapon is in the domain of distribution. Strategies for projects done in this class may include site-specific work, audience participation projects, performative work, ephemera produced around an event, time-based work, etc. Projects are both collaborative and individual. Students learn to write proposals and manifestos, document their work in situ, and make digital presentations in support of the projects. Students also may learn and use print techniques such as woodcut, lithography, Pronto plates, Gocco printing, and digital applications to accomplish goals. However, technique is dictated by the idea for each project AND is not limited to the traditional forms of printmaking. In other words, low-tech/low-cost alternatives and philosophically relevant approaches are part of the mix.

Credit 3 units.

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**F10 ART 417A. Digital Imaging and Photography**

Continuation of F10 Art 317A-318A. Course deals with the establishment of the student's personal vision and the presentation of that vision. Weekly critiques and in-class discussions are the primary format, in conjunction with visiting artists and professionals. The class assists students in preparing their portfolios and provides the necessary support material to enter the post-academic environment.

Credit 10 units.

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**F20 ART 417J. Alternative Process Photography**

(Formerly Nonsilver Photography). An exploration into the use of nonsilver and alternative photographic processes. The course explores such processes as blue and brown printing and gum printing as well as photomechanical processes such as photocopying and color photocopying. Prerequisite: F20 Art 1186 Black-and-White Photography or permission of instructor.

Credit 3 units.

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**F10 ART 418A. Digital Imaging and Photography**

Continuation of F10 Art 317A-318A. Course deals with the establishment of the student's personal vision and the presentation of that vision. Weekly critiques and in-class discussions are the primary format, in conjunction with visiting artists and professionals. The class assists students in preparing their portfolios and provides the necessary support material to enter the post-academic environment.

Credit 10 units.

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**F20 ART 419. Ceramics**

An introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of the wheel, coil, and slab construction. While the emphasis is on high-fired stoneware, students are introduced to Raku and soda firing. Content and advanced processes and skills are encouraged according to the individual's level.

Credit 3 units.

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**F20 ART 420. Ceramics**

An introduction to the design and making of functional pottery as well as sculptural objects. Students learn basic forming processes of the wheel, coil, and slab construction. While the emphasis is on high-fired stoneware, students are introduced to Raku and soda firing. Content and advanced processes and skills are encouraged according to the individual's level.

Credit 3 units.

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**F10 ART 423. Fashion Design**

Continuation of F10 Art 323-324. Original design concepts are developed in sketch, pattern, and muslin stages prior to constructing each garment. The senior design studio is professionally equipped, affording the student an opportunity to work in a design room setting. Fashion drawing develops techniques and skills necessary for preparing a senior portfolio. Designer-critics work with students on specific design problems in the development of a senior collection. Garments are reviewed by a jury in the spring semester and selected for the annual student fashion show—a professional showcase for student work.

Credit 10 units.

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**F20 ART 423D. Fashion Design 2D**

Designed to familiarize students with techniques and materials used in drawing flats, floats, croquis, specs, and illustrations for fashion design. Design problems associated with designing groups, collections, and lines of apparel for popular and selected consumption are included.

Credit 3 units.

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**F20 ART 423E. Fashion Design 3D**

Designed to familiarize students with the equipment and technology peculiar to a career in fashion design. Emphasis on increased awareness of the capabilities of the materials and equipment. Development of skills peculiar to apparel design, and appreciation of the processes involved in the design and manufacturing of apparel.

Credit 3 units.

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**F20 ART 423F. Special Topics in Fashion Design**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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**F20 ART 423G. Fashion: Textile Design**

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.

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**F10 ART 424. Fashion Design**

Continuation of F10 Art 323-324. Original design concepts are developed in sketch, pattern, and muslin stages prior to constructing each garment. The senior design studio is professionally equipped, affording the student an opportunity to work in a design room setting. Fashion drawing develops techniques and skills necessary for preparing a senior portfolio. Designer-critics work with students on specific design problems in the development of a senior collection. Garments are reviewed by a jury in the spring semester and selected for the annual student fashion show—a professional showcase for student work.

Credit 10 units.

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**F20 ART 424D. Fashion Design 2D**

Designed to familiarize students with techniques and materials used in drawing flats, floats, croquis, specs, and illustrations for fashion design. Design problems associated with designing groups, collections, and lines of apparel for popular and selected consumption are included.

Credit 3 units.

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**F20 ART 424E. Fashion Design 3D**

Designed to familiarize students with the equipment and technology peculiar to a career in fashion design. Emphasis on increased awareness of the capabilities of the materials and equipment. Development of skills peculiar to apparel design, and appreciation of the processes involved in the design and manufacturing of apparel.

Credit 3 units.

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**F20 ART 424G. Special Topics in Fashion Design**

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.

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**F20 ART 427A. History of Photography**

Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influences on the medium.

Credit 3 units.

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**F20 ART 428A. History of Photography**

Survey of the history of photography and a look at the medium from the camera obscura to contemporary developments. Social and technological developments examined in terms of their influences on the medium.

Credit 3 units.

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**F20 ART 433. Basic Illustration**

An introduction to concepts, media techniques and problem-solving approaches within contemporary illustration. Emphasis on individual solutions to the problems presented.

Credit 3 units.

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**F20 ART 434. Basic Illustration**

An introduction to concepts, media techniques and problem-solving approaches within contemporary illustration. Emphasis on individual solutions to the problems presented.

Credit 3 units.

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**F20 ART 435F. Interactivity and Web Design**

This course combines investigations of image construction and editing, typography, and basic issues in interactivity to explore the world of interface design and beginning web development.

Credit 3 units.

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**F20 ART 435G. The Licensed Image: Development and Distribution**

An introduction to the concept of image development, design, market distribution and methodology for creating licensed products. Projects involve product idea development, market, and the development of image-driven products using images, design, and writing. Traditional drawing skills not required. Students may work by hand or on the computer.

Credit 3 units.

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**F20 ART 435I. Communication Design I**

An introduction to the field of communication design, combining principles from the fields of graphic design, advertising, and illustration/image construction. Through studio exercises and lectures, students are exposed to the broad range of conceptual, aesthetic, and strategic issues inherent to the field. Additionally, the similarities, differences and points of overlap within the three areas

are discussed. Strongly recommended for students considering the Communication Design major. An excellent introduction to the subject as a tool for business and marketing.

Credit 3 units.

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**F20 ART 435J. Introduction to Animating in Three Dimensions**

This course addresses the fundamental principles of designing and constructing the 3-dimensional modeled world for film and video. Students progress from an overview of the 3-D animation process to defining and implementing filmic ideas using their own modeled creations. Sketches are imported into modeling software (Maya), which is used to build and animate characters, create environments, and produce effects. Three-dimensional animation is created in its own virtual space and is navigated by cameras much like a traditional film studio or sound stage. Therefore, cinematic shot design and camera navigation within the virtual world are examined in depth. An animated 3-D short is produced to convey a simple story in a model environment.

Credit 3 units.

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**F20 ART 435L. Communication Design and Business**

This course provides an introduction to business communications in a visual environment. Subjects to be addressed include visual organization, introductory typography, basic identity development, message construction, and business presentation development.

Credit 3 units.

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**F20 ART 435M. Special Topics in Communication Design**

Studies in special subjects. Topics vary from semester to semester.

Credit 3 units.

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**F20 ART 436F. Interactivity and Web Design**

This course combines investigations of image construction and editing, typography, and basic issues in interactivity to explore the world of interface design and beginning web development.

Credit 3 units.

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**F20 ART 436G. The Licensed Image: Development and Distribution**

An introduction to the concept of image development, design, market distribution and methodology for creating licensed products. Projects involve product idea development, market, and the development of image-driven products using images, design, and writing. Traditional drawing skills not required. Students may work by hand or on the computer.

Credit 3 units.

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**F20 ART 436I. Communication Design I**

An introduction to the field of communication design, combining principles from the fields of graphic design, advertising, and illustration/image construction. Through studio exercises and lectures,

students are exposed to the broad range of conceptual, aesthetic, and strategic issues inherent to the field. Additionally, the similarities, differences and points of overlap within the three areas are discussed. Strongly recommended for students considering the Communication Design major. An excellent introduction to the subject as a tool for business and marketing.

Credit 3 units.

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**F10 ART 437B. Communication Design: Visual Information: What? Why? How?**

This course explores the function of information in visual design in a wide variety of contexts. Students develop multiple kinds of information (from analytic to poetic) and employ a variety of approaches for conceptual and visual presentations; motion graphics optional.

Credit 5 units.

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**F10 ART 437C. Communication Design: Voice**

Type and image work together to foment social awareness and political change. Poster, magazine, book, newspaper, flyer, advertising design, and the web are all media that directly influence public opinion, alter our perceptions, and expose social and political ills. This course integrates research, writing, and design to voice perspectives on current issues.

Credit 5 units.

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**F10 ART 437D. Communication Design: Vision (and the Brain)**

Studying the physical and cognitive function of the visual stream is an important step in understanding the many factors influencing interpretation of visual design. Each student conducts directed research on one aspect of the visual processing stream, designs fundamental visual models, and authors a chapter based upon their research, which will be part of a publication produced by the class. Emphasis on research, authorship, and publication design.

Credit 5 units.

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**F10 ART 437E. Communication Design: Editorial Illustration**

This class focuses entirely on the professional practice of conceptual illustration for editorial venues. We practice the methodology of creating visual metaphors, visualizing concise ideas, and working under short deadlines. Projects cover the range of editorial image making in the professional world today, including portraiture, multiple images, working with text/layouts, time and color restrictions, Op-Ed, and difficult art direction.

Credit 5 units.

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**F10 ART 437F. Communication Design: Motion Graphics II**

Students are introduced to motion applications taken from various contexts of graphical motions and computer-animated information. Channels for this course include public interest motion, i.e., title sequence design, animated logos/brands, mobile phone graphic applications, and kiosk/museum display graphics.

Students develop kinetic and informational sequences for the screen to explore the public interest motion, applying methodological guidelines that articulate motion grouping principles to influence interpretation and that ensure efficient communication of expressive content.

Credit 5 units.

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**F10 ART 437G. Communication Design: Visual Worlds: Image Development for Illustrators and Cartoonists**

All professional cartoonists and illustrators must bring a coherent vision and reliable approach to their work. Each successful practitioner builds his/her own world, guided by a set of conceptual and visual "rules" that emerge over time. This course poses a series of problems designed to identify the visual themes, formal properties, and conceptual patterns present in the work of every student. As the semester progresses, shared studio projects yield to directed assignments. Focused research, methodological experimentation, and class critique play important roles in the course. At the conclusion of the semester, students should be well advanced toward the definition and development of an appropriate individualized visual signature in pictorial work. Applicable to anticipated career directions in illustration, comics, visual development for animation, and image licensing.

Credit 5 units.

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**F10 ART 437H. Communication Design: Illustrating Texts**

Most illustration is in service of verbal concept, typically a form of text. Using different applied outcomes—nonfiction and fiction illustration, including graphic novels/mini comics and advertising—this studio introduces different strategies for visualizing texts. By the conclusion of the semester, students should have a coherent set of methodologies to draw upon when setting the communication goals for their illustrations. Along with producing illustrations, students write both analyses of assigned texts and are responsible for creating and writing their final project.

Credit 5 units.

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**F20 ART 4386. The Art of Advertising**

This course introduces students to the field by defining the role of advertising in American culture and economy. It begins by exploring the evolving and devolving aspects of American advertising and the forces that both compel and repel consumer audiences. The class explains the processes and criteria that, when properly utilized, elevate advertising and validate it as an art form. The course consists of lectures and visiting instructors, brief essay quizzes, and a series of exercises designed to acquaint each student with administrative and creative processes and various disciplines within the advertising field. Major emphasis is upon the creative disciplines.

Credit 3 units.

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**F10 ART 438B. Communication Design: Designer as Author**

What are the principles of authorship? How do we set out to develop content for publication? What role could a designer have in shaping that content? Can design itself function as content? These questions and others are confronted and challenged in a semester-long capstone project. Each student produces a project, ambitious in scope, in which they act as both author and designer. The work may be either print or screen-based, but must have a rationale for being one or the other. This course is appropriate for developing graphic designers, writers, visual journalists, art directors, and students seeking to enter the publishing industry. Topic definition occurs before the winter break in consultation with the professor.

Credit 5 units.

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**F10 ART 438C. Communication Design: Information Design: Building Sets**

Students investigate subject areas drawing on a body of data provided by the instructor, which may include material from the fields of health, culture studies, and the sciences. Two projects are assigned to enable students to create contemporary visual products from the source data. Students choose from a menu of formats: print or online journalism; maps; multiframe animations; touch-screen or product/service designs; and other such visualizations. This course emphasizes content development, targeted visual exploration and the development of a system of designs across multiple media forms and modes. This course is appropriate for developing information designers, graphic designers, content developers, visual journalists, and art directors.

Credit 5 units.

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**F10 ART 438D. Communication Design: Illustrated Fiction: A Sustained Investigation**

Students select a work of fiction (a poetry collection, a novel, a short story collection, a children's tale, or mythological narrative) of sufficient length and depth to accommodate a minimum of 15 story illustrations, including one double-page spread and three additional images for cover, title page, and dedication-making a total of 18. Text and image relationships are addressed and considered, leading to a final project that includes both. This course is appropriate for developing illustrators, writers, art directors, and students seeking to enter the publishing industry. Topic definition occurs before the winter break in consultation with the professor.

Credit 5 units.

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**F10 ART 438E. Communication Design: Nonfiction Illustrated for Page and Screen**

This course is devoted to the development and production of a visual book or screen-based illustrated work that communicates nonfictional content. Project content is produced in one of two ways: onsite social observation and reportage (example: the

culture of amateur wrestling), or the presentation of pre-existent factual material (e.g., the evolution of hominids). In the latter case, the student is expected to present evidence of substantial subject knowledge before the project begins. Screen-based texts may be typeset or delivered through the use of a soundtrack. This course is appropriate for developing illustrators, writers, visual journalists, story artists, and designers for image-driven contexts. Topic definition occurs before the winter break in consultation with the professor.

Credit 5 units.

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**F10 ART 438F. Communication Design: Exhibition Design**

This course exposes students to the fundamental principles of exhibition design. We begin through the translation of a 2-dimensional design to one that is 3-dimensional. Issues of scale, line, shape, and form in space and the translation of typographic material to human scale are the focus of the first assignment. The second assignment focuses on how space may be used expressively to translate an historic, social, or scientific event into a more visceral experience for the viewer. The final project is based on subject matter of the student's choice. Final designs are presented as Illustrator drawings: to scale elevations and plan views, along with rough working models. Photography is used as a design tool. The class takes a field trip to Washington, D.C., required as part of the work of the course.

Credit 5 units.

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**F10 ART 438G. Communication Design: The Narrative Sketchbook**

The sketchbook has long been seen as an artist's greatest internal resource. In this course, students are making images that explore visual narratives-but the raw materials for these stories come from exploration inside the pages of their sketchbook. This course develops the vital discipline of daily drawing. The assignments include both conceptual and applied projects such as illustrated book jackets and short stories. Significant time is spent in media exploration, technical master, and professional practices.

Credit 5 units.

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**F10 ART 438H. Communication Design: Motion/Web Design: Visualizing Information in Time**

In this class, we explore motion, sound, and interactivity to produce dynamic visual information for the screen. The first assignment reviews differences and similarities between print-based media and motion design. The second assignment creates a real-time production using interactivity and concurrency. The final project includes theme development, self-running (synchronized) diagrams, and animation. Incorporating sound effects and/or music are required for all projects. We intend to gather and upload all three projects for a web site. For example, the assignment is used for a banner, the second assignment is used for an optional link, and the final project is used as the main infor-



mation of the web site. Software for this course includes Illustrator and Photoshop; Flash and/or After Effects for motion; and Dreamweaver for web editing. This course focuses more on the quality of ideas and the structuring of visual information in time than on software instruction.

Credit 5 units.

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**F10 ART 438I. Communication Design: Visual Identities and Symbols**

Credit 5 units.

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**F20 ART 439A. History of Communication Design**

Historical development of communication design based on a survey of significant artists and designers and the ideas, styles, movements, forces, and individuals who influenced their work. This course is a component of the Communication Design major.

Credit 3 units.

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**F20 ART 4481. The Illustrated Book: Design and Production**

An investigation of text, image, design, and production within the broad realm of illustrated books. A series of exploratory exercises in the beginning of the semester yields to a single sustained project to be 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.

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**F20 ART 4482. The Illustrated Book: Design and Production**

An investigation of text, image, design, and production within the broad realm of illustrated books. A series of exploratory exercises in the beginning of the semester yields to a single sustained project to be 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.

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**F20 ART 4484. Special Topics in Book Arts**

Studies in special subjects. Topics vary from semester to semester. Consult course listings.

Credit 3 units.

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**F20 ART 450. Independent Study**

Credit variable, maximum 3 units.

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**F20 ART 455A. Urban Books: Imag(en)ing St. Louis**

Since the beginning of the 20th century, art, architecture, and urbanism together have investigated the production of images that shape the symbolic dimension of our experience of large cities. This seminar critically embraces this tradition and brings together different methodologies for the visual analysis and representation of contemporary urban phenomena, using St. Louis as a focal point. The goal is to design and produce individual books as a result of research, visual documentation, readings, and discussions in seminar and workshop structure. Each student selects and develops a theme related to the urbanization of St. Louis that are organized into books that present how this metropolitan area has been conceived through images. The course is divided into three parts combining readings, research, and design activities, each of which culminates in the presentation of an individual project; a total of two study books; and a final book.

Same as ARCH 455A

Credit 3 units.

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**F20 ART 471. Introduction to Letterpress Printing**

This class serves as an introduction to printing with the Vandercook handpress. Through a series of assignments students learn a systematic approach to planning, arranging, and printing type on a page. The students receive a basic introduction to typography, history of letterforms, and history of the book. The mechanics of relief printing with the cylinder proof press, ink composition, and resolution of the typographic image also are explored. As an exploration of the publishing process, students produce a chapbook of a short literary work. The class primarily focuses on typographic composition, but one assignment employs a combination of word and image.

Credit 3 units.

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**F20 ART 4713. Introduction to Book Binding**

This class serves as an introduction to the book as artifact of material culture. A variety of traditional and nontraditional book structures are explored. Students learn from historical approaches to constructing the codex form, including the single signature pamphlet, the multisignature case binding, the coptic, and the medieval long stitch. Students learn Japanese binding and its many variations. Several contemporary variations are introduced, including the tunnel, the flag book, the accordion, and the carousel. Students explore the visual book using found imagery and photocopy transfers and produce a variety of decorated papers to be used in their bindings.

Credit 3 units.

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**F20 ART 4714. Introduction to Book Binding**

This class serves as an introduction to the book as artifact of material culture. A variety of traditional and nontraditional book structures are explored. Students learn from historical approaches

to constructing the codex form, including the single signature pamphlet, the multisignature case binding, the coptic, and the medieval long stitch. Students learn Japanese binding and its many variations. Several contemporary variations are introduced, including the tunnel, the flag book, the accordion, and the carousel. Students explore the visual book using found imagery and photocopy transfers and produce a variety of decorated papers to be used in their bindings.

Credit 3 units.

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**Phone:** 314/935-6500

**Email:** [artinfo@samfox.wustl.edu](mailto:artinfo@samfox.wustl.edu)

**Departmental website:** <http://www.samfoxschool.wustl.edu/artarch/undergradart>

# Art: Sam Fox School of Design & Visual Arts

**Carmon Colangelo**, M.F.A.

Dean

E. Desmond Lee Professor for Collaboration in the Arts

**Peter MacKeith**, B.A., M.Arch.

Associate Dean

**Georgia Binnington**, B.A.

Associate Dean of Students

## College of Architecture/Graduate School of Architecture & Urban Design

**Bruce Lindsey**, A.I.A., M.F.A., M.Arch.

Dean

E. Desmond Lee Professor for Community Collaboration

**Kathryn Dean**, M. Arch.

Director of Graduate School of Architecture & Urban Design  
Professor

## College of Art/Graduate School of Art

**Buzz Spector**, M.F.A.

Dean

Jane Reuter Hitzeman and Herbert F. Hitzeman, Jr. Professor of Art

**Patricia Olynyk**, M.F.A.

Director of the Graduate School of Art  
Florence and Frank Bush Professor of Art

## Mildred Lane Kemper Art Museum

**Sabine Eckmann**, Ph.D.

William T. Kemper Director

The Sam Fox School of Design & Visual Arts 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.

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 & Archaeology in Arts & Sciences and the Kenneth and Nancy Kranzberg Art & Architecture Library.

## 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 350 undergraduate and 40 graduate students in Art, as well as 207 undergraduate and 252 graduate students in Architecture. In all, they represent 10 countries, 45 states, and the District of Columbia. Roughly 30 percent of undergraduates pursue combined studies within another University area.

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

- Multidisciplinary courses co-taught by Art, Architecture, and Art History & Archaeology faculty. Recent seminars have explored the history of illustrated entertainment; combined urban theory with book design and production;

and crafted a variety of online publications. Courses in exhibition studies are being offered and a new program of exhibition studies is under development.

- International studios in Barcelona, Buenos Aires, Florence, and Helsinki are taught by Washington University faculty and offer a range of distinctive programs in art and architecture.
- Community projects include the University City Sculpture Series, which funds student-designed public artworks; 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. In the past decade, design faculty have won numerous professional honors while fine art faculty have been featured in more than 100 solo exhibitions and 300 group shows on five continents.

The nationally recognized Kemper Art Museum maintains a vital program of exhibitions, publications, and educational events. Major thematic shows are drawn from institutions and private collections around the world, while the Contemporary Projects Series highlights nationally and internationally emerging artists. The acclaimed permanent collection includes key works by modern and contemporary artists from Henri Matisse, Pablo Picasso, and Jackson Pollock to Christian Boltanski, Candida Hofer, and Olafur Eliasson.

Public events include concerts; film screenings; lectures and discussions with distinguished visitors; and museum tours led by student docents. The museum also provides workspace for faculty- and student-curated exhibitions (usually relating to Sam Fox School curriculum). Courses in Art History and Archaeology further complement the critical and practical study of exhibitions while facilitating student involvement in professional curatorial projects.

## A Comprehensive Campus

The Sam Fox School is housed in a comprehensive, five-building campus for design and the visual arts. Conceived around a central courtyard, it both reflects and updates Washington University's original campus plan, developed in 1895 by Frederick Law Olmstead, the founder of American landscape architecture.

The architectural centerpiece is prize-winning Japanese architect Fumihiko Maki's new Kemper Art Museum. This elegant, 65,000-square-foot limestone clad structure—a gathering point for scholars and the general public—includes more than 10,000 square feet of exhibition space; art storage facilities; and the Florence Steinberg Weil Sculpture Garden. The museum also houses the new Kranzberg Art & Architecture Library; Art History & Archaeology; and the Newman Money Museum, a state-of-the-art numismatics center.

Adjacent to the Kemper Art Museum is Maki's Earl E. and Myrtle E. Walker Hall.

The three-story, 38,000-square-foot building contains painting and sculpture studios and the Nancy Spirtas Kranzberg Studio for the Illustrated Book.

Flanking the new buildings are Bixby and Givens halls—historic homes to Art and Architecture, respectively—as well as Steinberg Hall, Maki's iconic modernist pavilion. Recent renovations include state-of-the-art computing environments; accessible, light-filled studios; additional workspaces; an auditorium; and a café.

## Visiting Artists and Architects

The Sam Fox School invites distinguished academics and professionals to lecture, attend critiques and visit major studios. Recent visitors include:

### 2009-2010

Doug Aitken

Suzanne Anker

Wiel Arets

Manuel Bailo

George Baker

Ann Beha

Andrew Bernheimer

Michael Bierut

Marlon Blackwell

Yve-Alain Bois

Jackie Brookner

Wendell Burnette

Charlie Cannon

Mel Chin

Jared Della Valle

Stephen Duncombe

Karsten Harries

Steven Holl

Christof Jantzen

Andrea Kahn

John Maeda

William Massie

Ada Karmi-Melamede

Enrique Norton

Alfonso Perez-Mendez

Tobias Rehberger

F. Kent Reilly III

Roger Shimomura

Allison Smith

Marcelo Spina

Jillian Tamaki

Heinz Tesar

Charles Waldheim

Ian Weaver

Sam Weber

Jane Wolff

Adam Yarinsky

Meejin Yoon

## Dean

### **Carmon Colangelo**

E. Desmond Lee Professor for Collaboration in the Arts  
M.F.A.

## Associate Dean

### **Peter MacKeith**

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College of Art/Graduate School of Art

### **Sabine Eckmann**

William T. Kemper Director

Ph.D.

Mildred Lane Kemper Art Museum

## Art: Degree Requirements

To receive the Bachelor of Fine Arts degree, you 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. You may take these courses for educational and intellectual enrichment or in direct correlation with your primary interests.

The specified number of credit units in courses in the areas listed below are required for the B.F.A., in addition to the Studio Art and additional art elective requirements. (Specific courses that meet these requirements are listed in the College of Arts & Sciences section.)

**Art History (15 units):** Two one-semester introductory courses (Art-Arch 112, 211) and three additional courses (or related courses with permission of the associate dean of students).

**Writing (3 units):** Writing I (C+ or better) is required in the first year.

**Literature (6 units):** Courses in English literature, comparative literature, classics, or literature courses in translation in the language departments.

**Natural Sciences or Mathematics (6 units):** Courses in biology, chemistry, earth and planetary sciences, physics, and mathematics.

**Social Sciences or Philosophy (6 units):** Courses in anthropology; economics; history; political science; psychology; philosophy; and women, gender, and sexuality studies.

**Academic Electives (9 units):** Three additional electives chosen from any of the academic areas listed above including art history and foreign language studies.

### Required Units

	Units
Academic Requirements	
Writing I	3
Literature	6
Natural sciences or mathematics	6
Social sciences or philosophy	6
Academic electives	9
<b>Total</b>	<b>30</b>
Art History Requirements	
Art-Arch 112 and 211	6
Art History electives	9
<b>Total</b>	<b>15</b>
Studio Art Requirements	
Core program — first year	12
Core program — second year (Critical Frameworks required)	12
Major — third year	16
Major — fourth year	20
Art Electives	15
<b>Total</b>	<b>75</b>
Additional Elective Requirements	
Art and/or academic electives	8
<b>Total Credit Units Required</b>	<b>128</b>



## Art: Academic Honors & Awards

**Dean's List:** In recognition of exceptional scholarship, first-year, sophomore, junior, and senior art students who have completed at least 12 credit hours (excludes courses taken P/F or Audit) with a semester grade point average of 3.5 or higher during a semester will be cited on the Dean's List.

**Latin Honors:** You may be considered for the Bachelor of Fine Arts degree cum laude, magna cum laude, or summa cum laude as determined by the dean.

**Senior Honors:** As an undergraduate art student, you may be named an Eliot Scholar if your academic performance has been outstanding, with a cumulative grade point average of 3.5 or higher through the final semester.

### 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. The total amount of the student's financial assistance package does not change.

### Academic Scholarships

The College of Art offers one full-tuition and up to five partial-tuition scholarships each year solely on the basis of merit. Applicants for this award may also qualify for scholarship aid based on need and will be considered for this as well. The full-tuition Conway or Proetz Scholarship is awarded to an entering first-year student whose artistic and academic potential is judged outstanding by a faculty selection committee. The scholarship is supported by two endowed funds. The Fred Conway Scholarship was established in memory of a distinguished professor of painting in the College of Art. The Arthur and Esther Proetz Scholarship was established to honor the commitment and dedication to the arts of these two individuals.

Competition is national in scope, with finalists invited each year to visit the College of Art at the College's expense. At this time, one student is chosen to receive the full-tuition scholarship, and the other finalists are awarded partial scholarships. These are renewable for each year of undergraduate study, assuming continued academic and artistic excellence.

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

1. Ranks high in the senior class.
2. Has SAT or ACT scores in the upper range.

To enter the competition, the applicant must follow the usual application procedures by completing a Washington University freshman application and sending a slide or digital portfolio of art work. All materials must be sent to the following address:

Office of Undergraduate Admissions  
Washington University in St. Louis  
Campus Box 1089  
One Brookings Drive

Several awards are made each year to art students who are selected by the faculty. These awards include the following:

### Prizes

*The Eda L. and Clarence C. Cushing Memorial Prize in Painting*

*The Anne Fuller Dillon Prize in Graphic Communications*

*The Hazel H. Huntsinger Memorial Prize in Painting*

*The John J. and Marjory B. Levin Photography Prize*

*The Jayne Ball Rousseau Memorial Prize in Graphic Communications*

*The Helen Faibish Prize in Sculpture*

*The Siroky Prize in Ceramics*

*The Herb Weitman Prize in Photography*

*The Caroline Risque Janis Prize in Sculpture*

*The Peter Marcus Prize in Printmaking*

### Awards

*The Grace M. Bell Art Award*

*The Thomas R. Blow Award*

*The Belle Cramer Award in Printmaking*

*The William Fett Drawing Award*

*The Mary Cowan Harford Award in Watercolor*

*The Graduate School of Art Award and Bill Kohn Travel Scholarship*

*The John T. Milliken Foreign Travel Award*

*The Kellwood Foundation Award in Fashion Design*

*The Morris M. Horwitz Award in Photography*

*The Marsha Hertzman Blasingame Award in Printmaking*

*The Charles Harmon Memorial Award in Graphic Design*

*The Edmund H. Wuerpel Award in Printmaking*

# Art: Academic Regulations

## Attendance

The College of Art allows the professor of each course to decide how many absences you 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. You are expected to explain to your 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. Your undergraduate grade point average is determined by dividing the number of grade points earned by the number of semester units for which grades of A, B, C, D, or F have been recorded. Grades of P and F received for courses taken on the pass/fail option are not figured into the grade point average. The letter grade D+, D, or D– received by a junior in the major may be counted toward degree requirements. You must maintain a minimum 2.0 cumulative grade point average to graduate.

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

Grade	Points per Unit
A+	4.0
A	4.0
A–	3.7
B+	3.3
B	3.0
B–	2.7
C+	2.3
C	2.0
C–	1.7
D+	1.3
D	1.0
D–	0.7
F	0.0
P	Pass (P/F option) 0.0
F	Failing (P/F option) 0.0
I	Course work incomplete
W	Withdrawal
R	Repeat
L	Successful audit
Z	Unsuccessful audit
N	No grade submitted
X	Examination not taken

Grades of I, X, and N will become grades of F if the deficiency is not made up within the next two semesters of residence. For a course repeated, students earn credit and grade points based on the second grade received.

## Auditing a Course

A student must get permission from a dean in the College of Art before auditing a class.

## Incomplete Grades

If, following the last day for withdrawal from courses, you experience medical or personal problems that make satisfactory completion of course work unlikely, you may request a grade of I (incomplete) from one or more instructors and should take the following steps:

1. Discuss the request with the instructor before the final critique or portfolio review.
2. With the instructor's consent, complete an Incomplete Grade Petition signed by both the instructor and the student.
3. Return the signed petition to the associate dean of students for final approval.

## Pass/Fail Option

You 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 art courses (those courses with an F10 or F20 department number) must be taken for credit. Writing I (E Comp 100) must also be taken for credit. F10 Art courses are Art core and major studio courses; F20 Art courses are art elective studio courses.

## Minimum and Maximum Course Loads

Students in the College of Art are required to enroll in a minimum of 12 units to a maximum of 21 units each semester to be considered full-time students. A student who obtains special permission to enroll in more than 21 units will be charged additional tuition for each unit over 21 units.

## 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. Retaken course must be taken for the same grade option as the course was originally taken.

## Academic Probation and Suspension

A student whose semester grade point average is below 2.0 (equal to the grade of C) or has earned fewer than 12 credit hours toward the degree, will be placed on academic probation. If, after the following semester, the semester grade point average is still below 2.0, or if the student has earned fewer than 12 credit hours toward the degree, the student may be ineligible for normal advancement or may be suspended. While the College desires to give all students the opportunity to prove themselves, it is not in the best interest of either the students or the College to permit students to continue indefinitely in educational programs in which they are not producing satisfactory results.

## Major Declaration and Transfer

You declare an art major simply by registering for one using the University's online registration system (WebSTAC). Once you have selected and registered for a major in the College of Art, you must obtain written permission to change to another major within the College. Students requesting a transfer of major must be in good academic standing. Major Transfer Request forms are available in Bixby Hall, Room 1, and must be filed before the drop deadline of the semester in which they wish to transfer. Credit transfers between majors are at the discretion of the accepting major faculty.

## Transfer Credit

Students wishing to transfer credit for course work completed at another institution should bring a full catalog description of the course(s) to the associate dean of students for pre-approval. Upon receipt of an official transcript indicating a grade of C or better, courses will be considered for transfer. Grades for transfer courses will not appear on the student's Washington University record and will not figure into the student's grade point average. College courses taken to earn credit for high school graduation requirements will not be considered for transfer.

## Leave of Absence

You may request a leave of absence from the College for one semester at a time, up to one year. If this is granted, you 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 the director of Student Health Services before a student will be permitted to re-enroll.

## Sophomore Review

If you have deficiencies in Core courses at the end of the sophomore year, you are required to submit a portfolio of work to a faculty committee that decides eligibility for study in the major, as determined by:

1. The quality of work in relation to standards of advanced training.
2. Your demonstrated ability to be responsible for individual progress.

If you are not approved for advancement to the major, you may be permitted to continue in Core courses and submit work again to the committee at a later time.

## **Retention of Student Work**

The College reserves the right to hold your work(s) for exhibition purposes and holds reproduction rights of any work(s) executed in fulfillment of course requirements.

## **University College Courses**

With approval from their academic adviser, an Art student may take courses in University College to fulfill requirements.

## Art: Administration

### College of Art/Graduate School of Art

**Buzz Spector** , M.F.A.

Dean

Jane Reuter Hitzeman and Herbert F. Hitzeman, Jr. Professor of  
Art

**Patricia Olynyk** , M.F.A.

Director of the Graduate School of Art

Florence and Frank Bush Professor of Art



## Arts & Sciences

The College of Arts & Sciences is the largest undergraduate program at Washington University, offering you 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 of 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. As an undergraduate student, you 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 500, is made up of artists, biologists, chemists, economists, historians, philosophers, and poets, who bring the excitement of new ideas into the classroom. Their varied intellectual pursuits add richness to your undergraduate experience.

### Governance

The College of Arts & Sciences is bound by the charter of the University and is ultimately responsible to the University Board of Trustees, which delegates to the chancellor the administration of the University. In turn, the chancellor delegates to the deans and faculty of the College of Arts & Sciences responsibility for its internal governance.

Because the College is continually reassessing its objectives and policies, faculty and students alike may take the initiative in proposing changes in curriculum and policies. New programs or proposed modifications are reviewed by committees whose members represent the diverse points of view of the academic community.

By action of the Faculty of Arts & Sciences in January 1969, revised in May 1971, the ArtSci Council shares joint responsibility with the faculty for collegewide degree requirements, the grading system, and those policies that directly affect the lives of students. The ArtSci Council appoints representatives to various standing and ad hoc College committees.

### The Curriculum

By studying in the College of Arts & Sciences, you can discover how the intellectual resources of people, libraries, laboratories, studios, and computers can best be used. More important, the College provides you with the opportunity to explore those resources necessary to all occupations: 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 have discovered those commitments and values that make life worthwhile.

The College's academic program has two principal objectives: (1) to provide you 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, and (2) to give you the opportunity to pursue study of a subject or area in a sustained, intensive way.

A period of exploration, commonly called general education, helps you achieve an awareness of the richness inherent in the various fields of study. The College requires that you explore the curriculum widely for more than a quarter of the units needed to graduate. The College also requires you to choose one or more areas of concentration. Most students choose to master one of the traditional subject areas such as chemistry, economics, or music. You may choose from among 30 subject majors and 21 interdisciplinary majors. You also may develop special majors.

In all departments, you are encouraged to proceed as your capabilities and experience permit. Placement examinations are used in many departments to enroll you in courses at the levels your previous training warrants; in other departments, proficiency examinations are available (see Proficiency and Placement Examinations page or the website at [college.artsci.wustl.edu/place-ment-and-credit](http://college.artsci.wustl.edu/place-ment-and-credit)).

### Academic Advising

To assist you with your undergraduate planning, the College provides a closely coordinated academic advising program. As a first-year student, you will have a specially selected four-year academic adviser with whom you will meet periodically during the first year to help you with the transition into the University and to help you select courses for the fall and spring semesters. After the first year, you will meet each semester with your four-year academic adviser prior to registration to discuss your interests, goals, and academic course work. You are encouraged to consult with your four-year academic adviser any time you need assistance throughout the school year.

When you declare a major, you are assigned a major adviser in the department of your principal area of study. The extent of the adviser's assistance depends on your individual needs and wishes. Consultation with a major adviser, in addition to your four-year academic adviser is required each time you prepare 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 drop-in basis to help you or refer you to an appropriate source of help. Important among these sources are individual faculty members with particular specialties

who may be able to answer your questions. In addition, the Writing Center, Career Center, Student Health Services, and Cornerstone: The Center for Advanced Learning provide a wide range of services, including individual and group instruction; interest tests and advice; individual sessions with trained counselors about educational and personal problems; and the improvement of skills in learning.

## Pre-Matriculation Credit

Pre-matriculation units of credit are earned before your enrollment at Washington University as a first-year student, which can be applied toward a Washington University degree. Sources for pre-matriculation units of credit include Advanced Placement (AP) examinations, International Baccalaureate (IB), British Advanced (A) Levels, and college credit earned after your junior year in high school. Students in the College of Arts & Sciences have all accepted pre-matriculation work noted on their transcript so they may go directly into advanced courses, but the maximum number of pre-matriculation units of credit awarded is 15 units. Pre-matriculation course work does not fulfill distribution requirements, but it may fulfill requirements for majors and minors.

## Academic Programs for Entering Students

As a first-year student, you may choose one of the following programs that provide a basic structure for your course selection. Each option provides an effective means of discovering personal and educational interests.

### FOCUS Program

FOCUS is a one-year seminar program designed to bring you into close relationship with professors and other first-year students with similar interests. Several FOCUS plans are offered every year, each built around a seminar topic reflecting the professor's particular area of expertise. Students in each FOCUS seminar also may attend a "companion" course chosen to encourage exploration of the seminar topic from varying perspectives. The FOCUS program provides a coherent, group-oriented learning experience, while still allowing time for electives (see FOCUS page).

### China in the Global Context

The China in the Global Context Program is a one-year program that will introduce you to the study of contemporary China through course work and special events focusing on China as a major player in the new world order. You will take courses on the Chinese City in the Global Context as well as Chinese Language and Chinese Civilization. This program will prepare you for in-depth study in advanced classes on campus as well as at the Washington University program at Fudan University in Shanghai (see [ias.wustl.edu/undergraduate/global\\_context](http://ias.wustl.edu/undergraduate/global_context)).

### International Leadership Program

The International Leadership Program provides introduces freshmen to International and Area Studies and fosters the development of the skills and attitudes needed to thrive in the globalized world through uniquely designed courses and special events. In addition to a core academic class each semester that explores the nuances and complexity of globalization from a variety of academic disciplines, students hear from guest speakers, participate in social gatherings, receive targeted advising about such issues as study abroad and international careers, and develop leadership skills by planning and carrying out their own internationally focused events on Washington University's campus.

### The Mind, Brain, and Behavior Program

The Mind, Brain, and Behavior Program is a two-year program that introduces students to the key ideas about the mind-brain interaction by examining attention, memory, and language—three central mental abilities that are primary areas of research in cognitive science. Professor-led discussion groups explore questions such as: What is the relation between attention and consciousness? Why do we misremember past experience? When the brain is damaged, why are only certain functions lost? In the second year, students engage in hands-on research under the guidance of a faculty mentor (see Mind, Brain, and Behavior).

### Medicine and Society

The Medicine and Society Program is an exciting opportunity for undergraduate students in Arts & Sciences to address the important social and cultural foundations of health and illness in human societies, with a specific emphasis on service and research opportunities in health-related sites in St. Louis. Students who are accepted into the Medicine and Society Program are enrolled in a year-long Freshman Seminar on culture, health, and society in the Department of Anthropology. This seminar provides the academic foundation for future community health work in St. Louis.

Beginning in the sophomore year, students identify and select a local community health site for their internship. Internship sites may include the St. Louis city and county health departments, various nongovernmental health aid agencies, sites for delivery of clinical care and research, and health-related philanthropic foundations.

During the junior and senior years, academic and service activities intensify at the internship site, culminating in a senior project or Honors thesis based on original research, conducted at the community health internship site. This experience provides an excellent foundation for future study in medicine and public health, as well as any of the allied health professions (see Medicine and Society).

## Pathfinder Program

The Pathfinder Program in Environmental Sustainability gives participating students a chance to engage in interactive study of the environment with a small group of motivated undergraduates and a senior faculty member. Through case studies and field trips, students examine the issues surrounding environmental sustainability and the preservation of the environment for future generations. While participating in the Pathfinder Program, you may pursue a major in biology, chemistry, Earth and planetary sciences, environmental studies, mathematics, or physics in the College of Arts & Sciences, or pursue a major within the School of Engineering & Applied Science. The Pathfinder Program supports the concept that taking interrelated courses and learning both analytical and technical skills not only helps you complete a senior-year capstone research experience, but also helps you with your career or graduate studies in the future (see Pathfinder).

## Text and Tradition Program

This two-year program explores many of the fundamental texts and concepts of Western history, which have served as both foundations and obstacles for the development of some of the most significant cultural, moral, and political institutions of modern society. Through close reading, critical analysis, and frequent short papers, two seminars each term explore texts by such writers as Homer, Plato, Machiavelli, Cervantes, Locke, and Marx. The discovery of the self, the origin of ideas such as liberty and property, and the impact of the scientific revolution are some of the themes examined. The program's professors serve as academic advisers. Text and Tradition courses serve as beginning courses in the major programs of many of the humanities departments and programs in Arts & Sciences; they also provide a foundation for students interested in pursuing an interdisciplinary major in the humanities under the auspices of the Interdisciplinary Project in the Humanities (see Interdisciplinary Project in the Humanities).

## Standard Program

This option is an excellent choice for you whether you already have made a firm commitment to a particular discipline in the natural sciences, social sciences, or humanities or you are uncertain about what you would like to pursue. In the standard program, we suggest that you consider a freshman seminar when you select courses in consultation with your four-year academic adviser. The course schedule can be either widely exploratory or oriented toward a particular objective such as medical school.

## Major Fields of Study

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.

To declare a major, you must complete the declaration form and secure the written permission of the department or interdisciplinary committee. An adviser for the major also will be assigned by the

department. You may complete more than one major; including a second major in the Olin Business School or in the School of Engineering & Applied Science.

If a student has two majors, each major must have 18 upper-level units of credit independent of each other.

A minimum grade of C–, unless otherwise specified by a department, is required for major courses.

If you are a student in business, engineering, architecture, or art, you may choose to pursue a second major in the College of Arts & Sciences. You will receive one degree, a B.S. or B.F.A., with two majors—one in the professional school and one in the College of Arts & Sciences.

## Minor Fields of Study

If you develop a significant interest in one or more fields of study besides your major field, you may choose to pursue a minor in those fields. Optional minors may be fulfilled in an area closely related to the major or, to add breadth as well as depth to your educational program, in a different discipline. A minor normally consists of 15 to 21 units of credit with a grade of C– or better. At least half or 9 to 11 units of credit must be at the 300 level or above and must be completed in residence at Washington University. The course requirements for a minor are determined by each department or program. 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.

The departments and interdisciplinary committees of the College have designed a broad array of minor programs, both general and specific. In addition, you may undertake minors in Architectural Studies; Art; Business; and Computer Science in the engineering school. Detailed information on minor programs and procedures for declaring a minor are in the Minors Handbook, which is available in the College Office.

## The Special Major and Special Minor

If you are interested in creating a special major or minor, you should confer with the dean charged with coordinating this program. After consultation, you must submit to the coordinator a formal proposal consisting of: (1) a description of the program of study, including an explanation of the integrating idea in the program; (2) a tentative list of courses to be taken; (3) the name of the proposed academic adviser; and (4) the name of a faculty member in a second department who has approved the proposal.

A proposal for a special major or minor must be submitted no later than the fifth semester of your undergraduate enrollment. The Committee on the Special Major and Minor is responsible for final action on proposals.

## Special Academic Options

### Overseas Study Programs

For information about study abroad, visit the Study Abroad web page or the information on your specific program of study.

### Individual and Group Performance

Opportunities for individual and group performance include participation in various musical organizations sponsored by the Department of Music (such as symphony orchestra, wind ensemble, mixed choir) and courses offered in physical education. To encourage you to pursue such physical, social, and creative activities, the College allows up to 12 units of credit toward the bachelor's degree for successful completion of enrollment in individual and group performance. This does not include music lessons or courses in the Performing Arts Department.

### Internships

1. Students may not receive credit for work done for pay.
2. Each internship must have a sponsor. The sponsor's primary role is to ensure that requirements for credit are met and that the work is of a substantial nature commensurate with the skills of college-educated employees. Detailed supervision of the intern in his or her job is the responsibility of the intern's site supervisor.
3. Registration in an internship for credit shall be conditional on satisfactory completion of the "Learning Agreement" form provided by the Career Center and the submission of this form to the Career Center and sponsor. The Career Center provides assistance in locating and organizing a good internship experience. If a student finds his or her own internship opportunity (either in the St. Louis area or another city), the student must contact the Career Center to file a Learning Agreement.
4. Work completed during the internship should contribute to the student's academic or professional development. Work should be of the type that requires a college education. (Completion of the Career Center Learning Agreement will help to ensure that this requirement is satisfied.)
5. The credit awarded for an internship shall correspond to the time spent in work activities. The student is expected to work 60 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.
6. 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 outlined here. The learning agreement must be filed and approval must be obtained *prior to beginning work at the internship site*.

7. Every internship shall require written work to be reviewed by the sponsor. The assignments shall be specified before work on the internship begins, and they shall be written into the Learning Agreement signed by the student and the sponsor. Suggestions for written assignments include a periodic report on work activities and a brief end-of-term paper that describes the student's experience and links it to academic studies.
8. Students may count no more than 6 units of internship credit toward the 120 units required for graduation.
9. Students may not receive more than 3 units of internship credit in any semester.
10. Internship units do not count toward major or advanced unit requirements.
11. Because faculty are not involved in detailed supervision of the student's work during an internship, internship courses shall be offered for credit/no credit grades only. Internship credits therefore count toward the maximum of 24 credit/no credit units that may be applied toward graduation requirements.

### 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 at 314/935-6700 for more information.

### Tuition Reduction

For the classes that entered Fall 2004 and after, tuition reduction is not available unless the student has already completed eight full-time semesters in the College of Arts & Sciences and paid full tuition for eight semesters. Students who seek reduced tuition for a ninth or subsequent semester must petition the Dean's Office, College of Arts & Sciences, 205 South Brookings Hall. Students who successfully petition for tuition adjustment for the ninth or subsequent semester will pay only for the units of credit that they attempt, fewer than 12 (full-time standard for tuition).



## Combined Undergraduate Degree Opportunities

You may work toward the Bachelor of Arts degree in the College of Arts & Sciences at the same time you earn another undergraduate degree in business, engineering, architecture, or art. To do so, you must earn 150 units, 90 of the units in the College of Arts & Sciences; fulfill the minimum degree requirements for a major in each of the two schools, as well as fulfill the distribution requirements for both schools. You should contact both a dean in the College and the designated dean in the appropriate professional school as early as possible in your undergraduate career.

## Majors Across Schools

You may get an A.B. 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 A.B. degree, completing the requirements for the first major in Arts & Sciences and the second major in business or engineering. With careful planning this can be done within the 120 units required for the A.B. degree. For further information on second majors in business go to the website: [www.olin.wustl.edu](http://www.olin.wustl.edu), and for further information on the second major in engineering, go to the website: [engineering.wustl.edu/](http://engineering.wustl.edu/)

## The Joint A.B./A.M. Program

If you are an exceptional student who brings to the University a definite commitment to a field of study in the College of Arts & Sciences and a demonstrated capacity for intensive work, you may be able to complete simultaneously the Bachelor of Arts and the Master of Arts degrees within a four-year period. The joint A.B./A.M. program is open to students approved by their departments, after completing 9 or more units of 300-level work with high attainment. Eligible students usually enter the College with some college credits already earned and/or carry more than the normal course load in regular semesters and, as appropriate, in summer school. Some departments may choose not to participate in this program. A.M. programs administered by University College, the evening division, are not eligible for the A.B./A.M. program.

The program is designed for students able to work in their chosen fields at a serious, professional level. Consequently, applicants should exhibit academic performance represented by a clear B (3.00) average throughout their programs of study, and in courses within the major field or their prerequisites no grade lower than B-. A student in the College who has achieved these academic standards and completed 9 or more units of advanced (300 level or above) course work should consult with the chair of the major department as early as possible in the junior year. Only in exceptional cases will candidates be admitted to the A.B./A.M. program after their fifth semester of study. If the department encourages

candidacy, the student should confer with the Assistant Registrar of Graduate Arts & Sciences to assure completion of necessary procedures.

Once the projected course work and other requirements stipulated in the statement of intent have been approved by the Graduate School of Arts & Sciences, the student may embark upon the requirements described below.

### Requirements for the joint A.B./A.M. are the following:

1. At least 135 units of college and/or graduate school course work, including all academic and residency requirements for the A.B.
2. At least 30 units of graduate (400- and 500-level) course work in the major field beyond the minimum required for the A.B. by that department. All courses offered toward the graduate degree must be passed with a grade of B or better and may not be counted toward the major.
3. No more than 9 of the 30 graduate units should be earned in independent study, thesis preparation, or research.
4. Completion of a thesis and/or special examination such that the department can certify that the student has achieved the level of competence normally expected of candidates for the A.M.

Departments may, at their discretion, add requirements such as proficiency in foreign languages.

As in all cases, actual award of each degree will be contingent on successful completion of all requirements for that degree. It is expected that A.B./A.M. students will receive both degrees on the same date. On rare occasions, a student who needs only to finish incomplete course work or final preparation of a master's thesis in order to complete the A.M. requirements may be permitted to receive the A.B. degree one semester prior to the A.M. degree. If the outstanding master's degree work is not completed within one semester, the student will no longer be part of the A.B./A.M. program, but will become subject to the requirements in force for other master's degree students in the discipline in question. Extensions of this nature will be granted only with the concurrence of the major department and the Dean of the Graduate School.

### Registration and Financial Assistance

A.B./A.M. students are formally admitted into the Graduate School upon completion of the approval process but continue to register for this semester as undergraduates.

As undergraduate registrants, candidates remain eligible for consideration for financial assistance by Financial Services in accordance with rules and practices adopted by that office for all undergraduates. They are not eligible for various forms of financial aid administered by the Graduate School: University Fellowships, University Scholarships (tuition remission), Teaching Fellowships. However, they may be employed by their major departments on

a part-time basis to perform duties, whether classroom-related or other, assigned by that department. Since employment by a department may have a bearing on the amount of financial aid awarded, departments should consult with Student Financial Services prior to hiring an A.B./A.M. student.

Exceptions to the policy of awarding no Graduate School support to A.B./A.M. students will be contemplated only if all the following conditions are met:

1. For sound reasons attested to by the major department, students are unable to complete both degrees within four years but can complete them during all or part of a fifth year, and
2. Students' financial resources are insufficient to allow them to attend Washington University during the fifth year without financial aid, and
3. In view of the major department and of the Graduate School, the student's academic performance is equal or superior to that of other master's students currently receiving financial assistance.

If a decision is made to grant aid in these circumstances, students will be admitted into the Graduate School at the beginning of the fifth year. Departments are strongly urged to submit requests for such exceptions to the Dean of the Graduate School in the spring of the preceding academic year, simultaneously with aid requests for all graduate students.

## The A.B. and Master's Degrees in the Professional Schools

The College of Arts & Sciences—with the Olin Business School, the School of Engineering & Applied Sciences, the School of Medicine (Program in Occupational Therapy) and the George Warren Brown School of Social Work—offers joint degree programs whereby you, if accepted into one of these schools, may work towards the A.B. and the first professional degree if the following requirements are met by the end of the sixth semester:

- 1.
2. All distribution requirements are complete.
3. All requirements for the major are complete.
4. 21 of 30 required advanced courses are complete.

Students interested in the joint degree program need to see a dean in the College of Arts & Sciences for eligibility certification and apply for admission to the Dean's office of the professional school. A.B. joint Master's degree students are formally admitted into the graduate program of the professional school. The professional school becomes the prime school and the College of Arts & Sciences becomes the joint school. After satisfactorily completing the first year of the professional school, and all A. B. degree requirements, the student may earn the A. B. degree.

A transfer student who seeks the A.B. under this plan must complete at least four semesters in full-time residence in the College of Arts & Sciences at Washington University. All other conditions must also be fulfilled.

### Olin Business School

A five-year program combining an undergraduate degree and a master's degree is available to a select number of students. (See Olin Business School 3+2 Program.)

### School of Engineering

A student may apply for the A.B./M.S. program that leads to both a Bachelor of Arts and a Master in Computer Science. For further information visit the website: [www.cse.wustl.edu](http://www.cse.wustl.edu), or contact the department in 509 Bryan Hall.

### Occupational Therapy

Admission to the Program in Occupational Therapy at the School of Medicine requires a bachelor's degree or participation in the 3-2 program. Occupational therapy is an application of the basic biological and social sciences; hence, bachelor's degrees in psychology and biology are useful. Other suitable majors include business, engineering, computer science, and art. Undergraduate students are encouraged to contact the pre-health professions adviser to discuss academic plans.

The 3-2 program blends three years of undergraduate liberal arts (90 academic units) with two years of graduate study in occupational therapy. If you elect the 3-2 option, you will complete the general requirements for the bachelor's degree in Arts & Sciences during the initial three academic years, while simultaneously completing the prerequisites for entry into the Program in Occupational Therapy (OT). Application to the OT program occurs in the fall of your junior year. Qualified, recommended 3-2 students from Washington University receive priority admission status to the Program in Occupational Therapy. The A.B. will be awarded following successful completion of the fourth year. You are awarded an M.S.O.T. following the fifth academic year and six months of fieldwork.

The following prerequisite courses must be completed with a grade of B– or better prior to matriculation in the Program in Occupational Therapy:

- 3 units in biology (200 level or above)
- 3 units in physiology
- 3 units in other physical sciences, such as anatomy, neuroscience, chemistry, or physics
- 3 units in developmental psychology
- 3 units in other social sciences, such as abnormal psychology, sociology, anthropology, or economics
- 3 units in statistics (behavioral, psychological, educational, or mathematical).



Pre-health professions students are encouraged to take OT courses offered to undergraduates, such as Issues of Disability in Society and Promoting Meaning and Quality of Life.

Applicants must also take the Graduate Record Exam and demonstrate competency in medical terminology and computer skills. Completion of at least 30 hours of volunteer/observation time in an occupational therapy-related setting is required.

The Doctor of Occupational Therapy (O.T.D.) is a professional degree providing students the opportunity to focus their OT studies in one of four areas of concentration: Productive Aging, Social Participation and the Environment, Work and Industry, and Pediatrics. The O.T.D. requires 39 months of course work and field-work. A full description of degrees in occupational therapy is available from the office of the Program in Occupational Therapy, or you can visit the website: [www.ot.wustl.edu](http://www.ot.wustl.edu).

Information on financial aid for this program may be obtained from the Office of Financial Aid at the medical school. Occupational therapy merit scholarships are available for students entering the program.

### **Social Work**

This joint degree program leads to the A.B. and M.S.W. from the George Warren Brown School of Social Work. Prerequisites for admission to the George Warren Brown School are the same for those holding the A.B. or for those students who seek admission after the junior year in the College of Arts & Sciences. All applicants must have completed at least 30 units in the social sciences (anthropology, economics, political science, or psychology) and must have maintained at least a B+ average in all undergraduate work.

If you wish to enter the joint degree program, you should apply with the George Warren Brown School of Social Work during the first semester of your junior year. You will be evaluated on the same basis as students applying with an undergraduate degree. If you enroll for a joint degree, you will complete the A.B. after the fourth year and the M.S.W. at the end of five years of study.

## **Undergraduate Preprofessional Preparation**

If you plan to pursue professional studies, you should refer to the recommendations given below.

### **Architecture**

See the College of Architecture 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.

### **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 political science, history, philosophy, economics, and English, but law schools also seek students with undergraduate majors in science, engineering, business, and other disciplines. Whatever area(s) you choose to emphasize in your undergraduate studies, be sure to take courses that require significant amounts of writing and courses that train you to think analytically. Seek out courses that require application of principles or theories to new situations, and courses requiring original writing and revision of your 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.

Political science, history, philosophy, and economics courses can help you develop an understanding of the traditions behind and the development of our legal system. Logic, accounting, and statistics courses also provide valuable background for legal study and the practice of law.

The pre-law adviser in the College of Arts & Sciences is available to help you plan your course of study and prepare a strategy for applying for admission to law school.

### **Medicine**

Premedical students in the College of Arts & Sciences of Washington University must complete the bachelor's degree before admission to a medical school. Besides fulfilling the requirements for the A.B., you must fulfill the entrance requirements of the medical schools where you plan to apply. Specific requirements, which may vary, are summarized in the handbook Medical College Admission Requirements, published annually by the Association of American Medical Colleges.

As a premedical student, you must demonstrate high achievement in academic work and must possess the character, responsibility, and level of commitment suitable for a career in medicine. Since

the competition for admission to medical schools is keen, you should follow an educational program that will provide competence in a field that may serve as an alternative to medicine.

All medical schools require at least one year each of English, general biology, inorganic chemistry, organic chemistry, and physics. Laboratory courses also are required in all the science core courses. Most medical schools require a year of college mathematics. Medical schools also encourage applicants to develop a broad intellectual background that includes the humanities and the social and behavioral sciences.

Students interested in the health professions may choose a major in any field—the humanities, the social sciences, or the sciences—as long as they complete the premedical requirements. All students who plan to apply to M.D.–Ph.D. programs are advised to major in the sciences and begin a research experience no later than the beginning of their sophomore year. Research opportunities are available both on the Danforth Campus and at the School of Medicine and are open to both science and nonscience majors. Health-related volunteer opportunities also are widely available.

If you enter the University planning to apply to medical school, you should, with the aid of your adviser, structure your course of study to include the medical school requirements. It is strongly recommended that mathematics and chemistry be among the first courses taken and that the medical school requirements be completed by the end of the third college year, when you would normally take the Medical College Admission Test (MCAT).

If you are interested in careers in the health professions, you can draw on the advice and counsel not only of your advisers, but of the associate dean for pre-health professions in the College.

## Physical Therapy

If you are interested in pursuing a career in physical therapy, you must complete a bachelor's degree before entering the Doctor of Physical Therapy (D.P.T.) program. This degree replaced the Master of Science in Physical Therapy (M.S.P.T.) in fall 2001.

Currently, preparation for the D.P.T. degree should include the following course work:

- 8 units in general biology
- 8 units in chemistry with laboratories
- 8 units in physics with laboratories
- 3 units in anatomy (human, vertebrate, comparative, or anatomical kinesiology)
- 3 units in physiology (human physiology preferred)
- 3 units in trigonometry (calculus is acceptable)
- 3 units in statistics
- 6 units in psychology (to include abnormal psychology)
- 6 units in English (to include English composition or an upper-level writing course)

- 6 units in social sciences or the humanities

You also must take the Graduate Record Examination and demonstrate competence in medical terminology. Among the factors on which admission is based are your grade point average (GPA), GRE scores, letters of recommendation, and written essays.

The web address is [www.physicaltherapy.wustl.edu](http://www.physicaltherapy.wustl.edu).

## University College

Students in the College may enroll in course work offered by University College provided they do not exceed one course a semester. University College courses are subject to the degree requirement that stipulates only 30 units from one of the other schools of the University may be applied to the Bachelor of Arts degree. University College courses, unless so designated, do not fulfill distribution requirements. Students in the College of Arts & Sciences do not receive credit for online courses offered by University College.

# Arts & Sciences: Degree Requirements

Arts & Sciences places the primary responsibility for selection of an academic program on the student, in consultation with advisers. This freedom of choice carries with it a corresponding responsibility for the consequence of such choices. The faculty believes each student should strive toward breadth and intensity of study. This is represented in the formal requirements.

## Planning

The degree requirements for the Bachelor of Arts Degree in Arts & Sciences are designed to provide you with strong and sustained training in writing and quantitative analysis; to enable you 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 intellectual disciplines and the fact that teaching and learning at Washington University draw energies from an environment of vigorous and creative research.

We regard active student engagement in curricular planning as central to successful student learning. Each semester, your advisers will help you project a personalized academic plan that responds to what you have already learned—about the University, about the structure and aims of intellectual disciplines, and about yourself.

*By the end of your sophomore year, you must have declared a major and constructed and nominated online to your four-year academic adviser a curricular plan that will satisfy all the following General Education requirements:*

## Basic Skills

**A. Writing I (3 units):** You must demonstrate proficiency in reading and writing English and must begin to develop mature skills in framing and revising arguments by completing course work determined by the Department of English with grades of C+ or better. This should be completed in the freshman year.

**B. Quantitative Analysis (3 units):** You must develop your skills in quantitative analysis by completing one of an approved list of “QA” courses with a grade of C+ or better. You may find that there is a QA course in your major field of interest.

**C. Cultural Diversity and Social Differentiation (6 units):** You must take one course designed to foster an understanding of cultural diversity and another course that substantially engages in the analysis of such forms of social differentiation as race, class, ethnicity, and gender. These courses, which may be taken credit/no credit, must be selected from an approved list of “CD” and “SD” courses; they may satisfy other requirements (although CD courses may not also satisfy SD requirements, and vice versa).

**D. Writing-Intensive Course (3 units):** So that you can consolidate your communications skills, you must take a writing-intensive course, preferably in your major field. You take the “WI” course in your junior year or in your senior year. The course, which may satisfy other degree requirements, must be completed with a C+ or better.

## Area Requirements

**A.** You must complete *8 or 9 units of course work in each of the following four academic areas:*

1. Natural Sciences and Mathematics (NS)
2. Social Sciences (SS)
3. Textual and Historical Studies (TH)
4. Languages and the Arts (LA)

Up to 12 units of distribution requirements may be taken credit/no credit.

**B.** You must take *6 or more units in each of the four academic areas in approved course clusters*. These clusters are designed to provide a deep and coherent experience of the four basic academic areas. Each complete major or minor may be used to satisfy a cluster requirement.

You may propose your own cluster, which will be reviewed by the student-faculty Curriculum Committee. You are permitted only one student-proposed cluster.

## The Major

You must complete a major of no fewer than 18 units of courses numbered 300 or above with a grade of C– or better. A major consists of a regular major (a core specified by a department or area studies committee, plus a supporting program proposed by the student and approved by the department or area committee) or a special major (a program of studies planned by the student, together with a faculty adviser in one of the departments where the concentration will fall, and approved by the Committee on the Special Major and Minor). Degree completion is based on the primary major of record. At least half of the units for the major must be completed in residence. You are especially encouraged to complete a capstone experience in your major as a way of culminating your undergraduate education.

## Additional Requirements

**A.** You must complete 120 units with at least 30 units in advanced courses (numbered 300, 400, or 500). The 30 units in advanced courses may include the number of advanced units required by the major.

**B.** You must have an overall G.P.A. of 2.0.

**C.** You must earn the final 30 units toward the degree at Washington University, enrolled in the College of Arts & Sciences.

Students pursuing 3/2 degrees should follow the requirements laid out by their Master's programs.

**D.** You must be recommended by Arts & Sciences to the Board of Trustees.

## Regulations

**A.** No more than 24 units may be taken credit/no credit and no more than 12 of the 24 units may be for distribution requirements.

**B.** No more than 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.

**C.** You may not earn more than 12 units toward the bachelor's degree in group and individual performance courses combined.

**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 your adviser, provided the total applicable toward the A.B. does not exceed 30 units.

**E.** No more than 18 units of credit in independent study may be applied to the A.B.; 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 A.B.

**G.** A student may receive no more than a total of two majors and one minor or one major and two minors.

## Transfer Students

**A.** For transfer students, where appropriate, previous course work may be applied to the distribution requirements based on the following guidelines.

**B.** For a student entering at the sophomore level (24+ units):

1. one cluster may be fulfilled or
2. one course may count as units in an area (NS, SS, TH, or LA) and one course may fulfill a basic attribute (QA if a grade of C+ or better was received, SD, or CD)
3. the writing-intensive course *must* be completed at Washington University

**C.** For a student entering at the junior level (57+ units):

1. two clusters may be fulfilled or
2. one cluster may be fulfilled and one basic attribute fulfilled (QA if a grade of C+ or better was received, SD, or CD) or
3. two courses may count as units in two different distribution areas (NS, SS, TH, or LA) and one course (not two) may fulfill one of the basic requirements (QA if a grade of C+ or better was received, SD, or CD)
4. the writing-intensive course *must* be done at Washington University

**D.** Transfer students must be enrolled for at least four consecutive full-time semesters to satisfy the residency requirement. They must complete a minimum of 60 units at Washington University, 48 of which must be graded.

## Final Transcripts of the Degree

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 31 May for a spring degree, 31 October for a summer degree, or 31 January for a fall degree. All students are strongly advised to obtain a copy of their final transcript, available for order from the Office of Student Records via WebStac.

## Arts & Sciences: Academic Honors & Awards

**Dean's List:** In recognition of exceptional scholarship at the end of each semester, the College Office compiles a list of those students whose work has been particularly worthy of commendation. You will be cited on the Dean's List if you meet the following academic standards: completion of a minimum of 14 units of graded work while achieving a grade point average of 3.5 that semester.

**College Honors:** The A.B. with College Honors will be awarded to you, upon assessment by the College Office, if you have achieved collegewide academic excellence as measured by a cumulative average of 3.5 or better throughout eight semesters but have chosen not to participate in a departmental Honors program.

**Latin Honors:** Latin Honors are determined on the basis of your performance throughout eight semesters in the College. To be eligible for such Honors, you must have maintained a 3.5 grade point average through the sixth semester and must be accepted for candidacy by the department or area committee concerned. You must enroll in such courses as the department or interdisciplinary committee may require, complete satisfactorily a significant project appropriate to the nature of the discipline, and pass such written or oral examinations as the department or area committee may set. Upon completion of the Honors program, you may be awarded the A.B. cum laude, magna cum laude, or summa cum laude through achievement of cumulative averages of 3.5, 3.65, or 3.8, respectively, and recommendation by the department or area committee to the College Office for review, based in part on the evaluation of the senior project. Recommendations for Honors ultimately will depend on demonstrating genuine understanding of your discipline and high scholarly attainment.

To be eligible for Latin Honors, transfer students must have earned 48 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, as well as 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 professional fields detracts from candidacy.

Each year the Washington University chapter elects students into membership from the College of Arts & Sciences. Students do not apply for membership. The chapter also gives the annual Burton

M. Wheeler Book Award for distinguished achievement in the first year. Selection committees are composed of Washington University faculty who are members of Phi Beta Kappa.

### Departmental Prizes and Awards

Several departments recognize the superior achievement of graduating seniors with election to the honor societies in 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, Pi Mu Epsilon for mathematics students, Mu Phi Epsilon for music students, Pi Sigma Alpha for political science students, and Psi Chi for psychology students.

In a number of academic fields, special recognition is given to students whose accomplishments have been noteworthy. The majority of such awards carry modest monetary benefits. They include the following:

Academy of American Poets Prize

Achievement in German Prize

Richard Admussen Prize in Romance Languages

Leota Diesel Ashton Prize in Playwriting

Award for Contributions to Anthropology

Award for Excellence in Research in Anthropology

Award for Outstanding Leadership in Anthropology

Award for Outstanding Senior Research in Social Thought and Analysis

James Baldwin Essay Prize in African and African-American Studies

John W. Bennett Prize to the Outstanding Graduate in Anthropology

Rowland T. Berthoff Award in History

Best Honors Thesis in Political Science

Margaret E. Bewig Memorial Field Camp Scholarship in Earth and Planetary Sciences

Leanna Boysko Essay Prize

David Bronsen Prize

David Bronsen Prize (German)

Ralph Bunche Prize in African and African-American Studies

Ian D.W. Cramer Award in Dance

Antoinette Dames Prize in Political Science for the Outstanding Senior Honors Thesis

F. Ward Denys Prize in English

Liselotte Dieckmann Prize for Excellence in Comparative Literature

Dramatics Club Prize

Stephen H. Duncan Prize for Technical Theatre

Sherman Eoff Prize for Excellence in Spanish

Essay Prize in Literary Criticism in Russian

Margaret Ewing Prize for Acting

Excellence in Anthropology

Joy Ezra Book Prize in English

Todd Lewis Friedman Prize in Political Science

Carrie S. Galt Award in Fiction

Goff Prize in English

J. Walter Goldstein Prize in History

Robert J. Greef Award in English

Henry Hampton Prize in African and African-American Studies

Roger Conant Hatch Prize in English

John G. Jutkowitz Memorial Fund Prize in Performing Arts

Harriet Schwenk Kluver Prize for Excellence in Writing

Arnold J. Lien Prize in Political Science

Norma Lowry Memorial Fund Prize in English

Roberta Luery Award for Study in France

Patrice Lumumba Award in Black Studies

Nishi Luthra Prize in Philosophy

The William H. Matheson Prize for Excellence in Comparative Literature

Hyman Meltzer Memorial Award for Undergraduate Research in Psychology

Hyman P. Mensley Prize in Economics

Herbert E. Metz Prize for Dramatic Literature

Ross Middlemiss Prize in Mathematics

Howard Nemerov Prize in Creative Writing

Ernest L. Ohle Award in Earth Sciences

John M. Olin Prize for Excellence in Economics

Outstanding Paper for an Upper-Division Undergraduate Class in Political Science

William Benton Parshall Prize in Political Science

Prize for Excellence in Russian

Putnam Examination Prize in Mathematics

Paul and Silvia Rava Prize for Excellence in Italian Studies

Robert H. Salisbury Prize in Political Science

Steven S. Schwarzschild Prize in Jewish Studies and Philosophy

Senior Honors in Anthropology

Senior Physics Prize for Outstanding Performance

Service in Anthropology

Adam Smith Prize in Economics

John C. Sowden Prize in Chemistry

Marian Smith Spector Prize in Biology

Harrison Dailey Stalker Award in Biology

Helen Stenner Essay Competition in Philosophy

John A. Stern Award for Undergraduate Research in Psychology

Tavenner Prize in Classics

Percy Tucker Scholarship in Economics

Robert N. Varney Prize for Introductory Physics

Jinx Walker Poetry Prize of the Academy of American Poets

Shirley McDonald Wallace Prize in History

Edward Weltin Prize in Ancient History

Courtney Werner Memorial Prize in Earth Sciences

Louis G. Zelson Prize in Spanish



# Arts & Sciences: 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 system now in use in the College of Arts & Sciences assumes that evaluation is useful to effective learning and that grades provide an indicator of accomplishment to the student, to advisers and the College Office, to graduate and professional schools, and to employers to whom the student chooses to submit them. Grades are symbols of achievement in a particular endeavor and should not be confused either with achievement itself or with personal worth.

Grades are important, particularly for students with pre-professional interests, but the student whose concern for grades is primary may lose sight of the total educational process.

Grade	Points per Unit
<b>A</b>	4.0
<b>A–</b>	3.7
<b>B+</b>	3.3
<b>B</b>	3.0
<b>B–</b>	2.7
<b>C+</b>	2.3
<b>C</b>	2.0
<b>C–</b>	1.7
<b>D+</b>	1.3
<b>D</b>	1.0
<b>D–</b>	0.7
<b>F</b>	0.0
<b>CR</b>	Credit awarded, work not given finer evaluation 0.0
<b>NCR</b>	No credit awarded due to unsatisfactory work 0.0
<b>I</b>	Course work incomplete
<b>W</b>	Withdrawal
<b>R</b>	Repeat
<b>L</b>	Successful audit
<b>Z</b>	Unsuccessful audit
<b>N</b>	No grade submitted
<b>S</b>	Satisfactory thesis work
<b>U</b>	Unsatisfactory thesis work

Grades earned in physical education courses are not included in calculating the student's GPA.

## Auditing a Course

You may register for a specific course as an auditor. This status entitles you to all the privileges of a regularly enrolled member of the class. Audit courses do not count toward the degree. Consult the instructor on the requirements of a successful audit, as unsatisfactory performance results in a grade of Z. A successful audit results in a grade of L.

## Incomplete Grades

By action of the Faculty 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 the following semester until they have satisfied enough of their outstanding work. This is normally achieved by the posting of grades online, but it also may be achieved by a note from a professor (or professors) to the College Office confirming that the student has turned in all requisite assignments for the relevant class (or classes).

If you experience medical or personal problems that make satisfactory completion of course work difficult or unlikely, you may request a grade of I (incomplete) from one or more instructors. In such a situation you 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.

## 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 you may register in courses and receive a grade of credit or no credit. In any semester, a full-time student may enroll in one course under the credit/no credit option. You may not apply toward the A.B. more than 24 units earned under this option. You 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 calendar of the College of Arts & Sciences, published in Course Listings each semester.

No more than 12 of the 24 units allowed for the credit/no credit option may be applied to distribution requirements.

The first-year writing course, the writing-intensive course, the quantitative analysis course, and courses in the major and minor, are excluded from the credit/no credit option. Preprofessional 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, you are permitted to elect an additional course to be taken credit/no credit but should consider carefully the consequences of that choice. You should be sure you understand from the instructor what the lowest letter grade is that will equate to passing in a credit/no credit course.

## Minimum and Maximum Course Loads

The average course load necessary to fulfill the required 120 units for the bachelor's degree in timely fashion is 15 units—typically, five courses—in each semester. If you receive grades of C– or better in all courses in the previous semester, however, you may carry up to 18 units. If you have completed outstanding work in previous semesters, you may take up to 21 units of work. You may not enroll for more than 21 units without permission and additional per-unit tuition charge.

Courses in the College that require more preparation and class time than average—foreign languages, mathematics, and science—may carry 4 or 5 units of credit. When enrolled in these and other demanding courses, you are advised to take fewer than 15 units of academic work in particular semesters, then to balance such intensive semesters with modest increased units in subsequent semesters.

Except for reasons of health or other special circumstances, the minimum load is 12 units, but any enrollment between 12 and 18 units is considered normal.

## Repeating a Course

A student may be allowed to retake the course with the department's permission. The department has the authority to refuse the student's request and will not feel obligated to grant permission after the fact if the student has enrolled on the assumption that the R will be granted automatically. A student wishing to repeat a course should do the following:

1. Pick up the Approval for Retake form in the College office;
2. Have the first instructor or department designee sign the form before retaking the course;
3. Have his/her adviser sign the form before retaking the course;

4. Turn the completed form in to the College of Arts & Sciences before retaking the course.

If permission to retake a course is granted, 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 violation of the Academic Integrity Policy. Retaken courses must be taken for the same grade option as the course was originally taken.

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.

To repeat a College course in Washington University Summer School or in University College requires the department to certify in advance the course's equivalence to the College course.

## Academic Probation and Suspension

Students are expected to maintain the highest level of scholarship of which they are individually capable as well as to meet the standards set by the faculty and, in the case of financial aid recipients, by the federal government. The minimum standard of academic progress to avoid loss of federally funded aid is completion of 20 units by the end of the first year, 45 units through the sophomore year, and 75 units through the junior year, in each case with a C– average.

The College, however, expects students to work at a level well above the minimum: Those who do not complete at least 12 units with a semester grade point average of C or better for each semester are subject to either an academic warning or, in extreme cases of poor academic performance, suspension.

In the event of an academic warning, the student will be matched with a progress counselor for the following semester and will be expected to sign an agreement with the progress counselor as to how improvement will be achieved. Failure to establish these guidelines with the progress counselor by the end of the second week of the relevant semester may result in the termination of the student's enrollment for that semester. Furthermore, should a student agree to, but persistently fail to, abide by the terms established in the agreement, suspension may be invoked during the semester.

A student on probation is expected to earn at least 12 units of credit and earn no single grade of C– or lower while on probation. Any student on probation whose performance in the following semester does not show this level of improvement is subject to academic suspension from the College. If a student is suspended for academic deficiency, he or she will not be eligible for readmission to the College of Arts & Sciences for two semesters and until

he or she has demonstrated, under the conditions set for each individual case, a readiness to work productively at the level required by the College curriculum.

## Leaves of Absence

For certain students, time spent away from the academic setting is of great value in discovering objectives and gaining experience not available within the academic community. If you are an undergraduate in good standing at the completion of a term, you are eligible to take a leave of absence upon petition to the College Office. On a leave of absence you are assured re-enrollment within the next two years. Before returning you are asked to notify the College Office and submit a Reinstatement Form at least six weeks prior to the beginning of the appropriate term. A student wishing to take a medical leave of absence must have a recommendation for the MLOA from Student Health Services submitted to the appropriate dean in the College Office prior to leaving and prior to re-enrollment. The dean in the College Office will decide whether or not to grant the request for the MLOA and re-enrollment upon reviewing the recommendations from Student Health Services and the student's file.

## Transfer Credit

See Pre-matriculation Credit and/or Transfer Students under Bachelor of Arts Degree Requirements.

## University College Courses

Students in the College may enroll in course work offered by University College as long as they do not exceed one course a semester for a maximum total of 24 units. University College courses are subject to the degree requirement that stipulates only 30 units from one of the other schools of the University may be applied to the Bachelor of Arts degree. University College courses, unless so designated, do not fulfill distribution requirements. Students in the College of Arts & Science do not receive credit for online courses offered by University College.

## Arts & Sciences: Administration

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**Gary S. Wihl, Ph.D.**

Dean of Arts & Sciences and Hortense & Tobias Lewin Distinguished Professor in the Humanities in Arts & Sciences

**James E. McLeod**

Vice Chancellor for Students and  
Dean of the College of Arts & Sciences

**Henry Biggs, Ph.D.**

Associate Dean

**Darla Dale, Ph.D.**

Assistant Dean

**Warren Davis, M.A .**

Assistant Dean

**Matthew DeVoll, Ph.D.**

Assistant Dean

**Nicole Gore, J.D.**

Assistant Dean

**Ewan Harrison, Ph.D.**

Assistant Dean

**Carolyn Herman, Ed.D.**

Assistant Dean

**Delores K. Kennedy, Ph.D.**

Associate Dean

**Kristin Kerth, J.D.**

Assistant Dean

**Joy Kiefer, Ph.D.**

Assistant Dean

**Dirk Killen, Ph.D.**

Associate Dean

**Mary Laurita, Ph.D.**

Assistant Dean

**Sean McWilliams, Ph.D.**

Assistant Dean

**Jennifer Romney, Ph.D . candidate**

Assistant Dean

**Sharon Stahl, Ph.D.**

Associate Dean

**Wilmetta Toliver-Diallo, Ph.D.**

Assistant Dean

## Arts & Sciences: 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. You also have opportunities to do research with faculty or to take internships with organizations such as the Missouri Historical Society. Our summer programs in Kenya and Senegal as well as study abroad in other African countries can further enrich your experience.

Courses in the program are numbered to assist students to progress from introductory courses (100–200 level), to intermediate courses (300 level or higher), to advanced courses (400 level). The program also regularly sponsors lectures on topics of interest in all areas of the black experience. In many cases, lecturers participate in classes by giving special lectures within the classroom setting.

**Departmental Prizes:** The program also sponsors writing competitions that include monetary awards. They include the James Baldwin Prize for the best essay on any aspect of black culture and life in the United States; the Julius Nyerere Prize for the best essay on any aspect of black culture and life in Africa; the Sylvia Wynters Prize for the best essay on any aspect of black culture and life in the Caribbean, Central America, South America, or North America (outside of the United States); the Henry Hampton Prize for the best essay on the civil rights movement or any book by the Rev. Dr. Martin Luther King, Jr.; and the Ralph Bunche Prize for the best essay related to Africans or people of African descent and political science.

### Director

#### Garrett Albert Duncan

Associate Professor  
Ph.D., The Claremont Graduate School  
(Education)

### Endowed Professors

#### Jean Allman

J. H. Hexter Professor in the Humanities  
Ph.D., Northwestern University

(History)

#### John Baugh

Margaret Bush Wilson Professor in Arts & Sciences  
Ph.D., University of Pennsylvania  
(Linguistics)

#### Adrienne D. Davis

William M. Van Cleve Professor of Law  
J.D., Yale Law School  
(Law)

#### Gerald Early

Merle Kling Professor of Modern Letters  
Ph.D., Cornell University  
(English)

#### William F. Tate, IV

Edward Mallinckrodt Distinguished University Professor in Arts & Sciences  
Ph.D., University of Maryland, College Park  
(Education)

### Professors

#### Timothy Parsons

Ph.D., Johns Hopkins University  
(History)

#### Carl Phillips

M.A., Boston University  
(Creative Writing)

#### Carol Camp Yeakey

Ph.D., Northwestern University  
(Education)

#### Rafia Zafar

Ph.D., Harvard University  
(English)

### Associate Professors

#### William J. Maxwell

Ph.D., Duke University  
(English)

#### Shanti Parikh

Ph.D., Yale University  
(Anthropology)

## Assistant Professors

### J. Dillon Brown

Ph.D., University of Pennsylvania  
(English)

### Korina M. Jocson

Ph.D., University of California–Berkeley  
(Education)

### Michael Minta

Ph.D., University of Michigan–Ann Arbor  
(Political Science)

### Sowande' Mustakeem

(Ph.D., Michigan State University)  
(History)

## Artist in Residence

### Ron Himes

B.A., Washington University

## Senior Lecturers

### Rudolph Clay

M.L.S., University of Michigan  
(Library Science)

### Mungai Mutonya

Ph.D., Michigan State University  
(Linguistics)

### Joseph Thompson

Ph.D., Yale University  
(English)

### Wilmetta Toliver-Diallo

Ph.D., Stanford University  
(History)

## The Major in African and African-American Studies

**Total units required:** 27 credits

**Required courses:** AFAS 208B, AFAS 209B, AFAS 401 (senior seminar)

**Elective courses:** 18 units in advanced classes from the selections within our course offerings

## Additional Information

**Co-Curricular Requirements for Majors and Minors:** The program regularly sponsors lectures and events, such as plays, film festivals, exhibits, field trips, and panels and speakers, which focus on contemporary or perennial topics of interest in all areas of the black experience. In many cases, guest lecturers and artists visit classes and interact directly with students. These program-sponsored events are, in part, designed to foster a vibrant social and intellectual community within the program and to give majors and minors a sense of identity of what it means to be part of the African and African-American Studies community. Majors must attend a minimum of six (and at least two per year) and minors must attend a minimum of three (and at least one per year) such African and African-American Studies–sponsored events to fulfill the program's co-curricular requirement. (African and African-American Studies subsidizes events that require admission fees.)

**Senior Honors:** If a student maintains an overall grade point average of at least 3.40 and a major grade point average of 3.50 by the second semester of her or his junior year, she or he 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 program director as early as possible, preferably before May 1 of your junior year.

## The Minor in African and African-American Studies

**Units required:** 18

### Required courses:

AFAS 208B. African-American Studies Introduction  
AFAS 209B. African Studies Introduction

**Elective courses:** 12 units at the 300 level or above. Courses should be selected in consultation with the adviser.

### 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 over 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. CBTL course.

Credit 3 units. A&S: LA BU: IS



**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. CBTL course.

Credit 5 units. A&S: LA BU: IS

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**L90 AFAS 1096. Ragtime**

Same as Music 109

Credit 2 units. A&S: LA BU: HUM FA: AH

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**L90 AFAS 111. Freshman Seminar: Race and Ethnicity on American Television**

Same as Film 110

Credit 3 units. A&S: TH, CD, SD BU: BA FA: SSP

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**L90 AFAS 1161. Freshman Seminar: The Physician, the Patient and the Community**

Same as GeSt 116

Credit 1 unit. A&S: SS

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**L90 AFAS 127. Popular Music in American Culture**

Same as Music 1022

Credit 3 units. A&S: LA, SD BU: HUM FA: AH

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**L90 AFAS 1277. Musics of the World**

Same as Music 1021

Credit 3 units. A&S: TH, CD BU: HUM FA: AH

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**L90 AFAS 162. Freshman Seminar: Contextualizing Problems in Contemporary Africa**

Africa is typically presented in the United States and international media as a continent in constant turmoil. This freshman seminar challenges this simplistic and common myth by exploring the historical and global roots of key issues facing contemporary Africa. Case studies include the 1994 genocide in Rwanda; post-Apartheid violence in South Africa; HIV/AIDS in Africa; oil and corruption in Nigeria; the legacy of colonialism; the quest for modernity; refugees and forced migration; and commercial sex work. In each of these cases students explore how the issue emerged within a specific historical, social, and global context. We investigate the implications of various forms of inequalities (e.g., between the global north and global south, within Africa, and among generations and genders) in shaping each topic and how differently situated people within Africa understand, respond to,

and cope with everyday realities. Readings include anthropological and historical analysis, African literature, journalist's accounts, and popular articles. By the end of the course, students should be able to critically assess the value of using a contextual analysis in understanding problems in contemporary Africa. This class is a discussion-based seminar and students are expected to actively participate. Students are graded on a series of analytical essays, a final project, and in-class participation.

Credit 3 units. A&S: SS BU: IS

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**L90 AFAS 188. Freshman Seminar: Self & Identity in African American Literature**

This course offers an introductory examination of classic African-American literary texts that deal with identity and the quest for self. Among authors we may read: Gwendolyn Brooks, Richard Wright, Nella Larsen, and W.E.B. DuBois. Freshmen only.

Credit 3 units. A&S: TH, SD BU: BA, ETH FA: Lit

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**L90 AFAS 196C. Images of Africa in Literature and Art, c. 1800 to Present Day**

This course examines representations of Africa, African peoples, and African cultures from the early 19th-century to the present day. Drawing on a wide variety of African and colonial source materials-including novels, photographs, art, advertising, and movies-we critically explore the ways in which historical developments and cultural products helped to shape conceptions of African identities and ethnicities. Among other issues, we address the legacy of the slave trade; gender and the construction of cultural "traditions"; colonial society, nationalist resistance, and the rise of pan-Africanism; and South African Apartheid. Emphasis is placed on critical engagement with the source materials through written assignments and participation in class discussion. Freshmen only.

Credit 3 units. A&S: TH, CD BU: HUM FA: Lit

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**L90 AFAS 203D. Intermediate Swahili III**

Enhanced acquisition of language fundamentals acquired in first year Swahili through performance, reading, and writing. Students gain skills performing role-plays such as asking for directions, booking a bus ticket, ordering food in a restaurant, etc. Students read more authentic Swahili texts including plays, short stories, newspapers, and poems. Prerequisite: AFAS 103DQ-104DQ or the equivalent. CBTL course.

Credit 3 units. A&S: LA BU: HUM, IS

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**L90 AFAS 204D. Intermediate Swahili IV**

Fourth-semester Swahili language course emphasizes the development of the ability to discuss a wide range of cultural and literary topics with native speakers of the language. These topics are introduced by reading authentic Swahili texts such as plays, novels, poems, and newspaper. Students enhance their writing skills and creativity in the language through group-writing projects. Prerequisite: Swahili 103D(Q), 104D(Q) and 203 D(Q). CBTL course.

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Credit 3 units. A&S: LA BU: IS

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**L90 AFAS 208B. African American Studies: an Introduction**

Lectures, readings, films, and discussions reflect a range of academic approaches to the study of African-American people. Course materials drawn from literature, history, archeology, sociology, and the arts to illustrate the development of an African-American cultural tradition that is rooted in Africa, but created in the Americas. Required for the major.

Credit 3 units. A&S: TH, SD BU: HUM FA: SSP

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**L90 AFAS 209B. African Studies: An Introduction**

This course introduces students to a variety of approaches to the study of Africa by considering the ways that scholars have understood the African experience. It exposes students to the history, politics, literary, and artistic creativity of the continent. Emphasis is on the diversity of African societies, both historically and in the present, and explore Africa's place in the wider world. Required for the major.

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

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**L90 AFAS 210. The Linguistic Legacy of the African Slave Trade in Interdisciplinary Perspective**

This course explores the linguistic consequences of the African slave trade, and in so doing introduces students to basic concepts in linguistic science that are relevant to human language development and controversial educational theories that are based on race. Anthropological, linguistic, and psychological dimensions of African-American culture are embedded within complementary evaluations of educational controversies surrounding the teaching of (standard) English to 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 web page, or a project pertaining to the linguistic plight of citizens within this African Diaspora. Students are introduced to foundational African-American studies in anthropology, education, English, linguistics, and psychology.

Credit 3 units. A&S: SS, SD BU: BA

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**L90 AFAS 2150. Freshman Seminar: The Enigma of Thomas Jefferson**

Same as History 2030

Credit 3 units. A&S: TH

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**L90 AFAS 215C. TOPICS IN AFRICAN AMERICAN STUDIES**

Credit 3 units. A&S: TH, SD

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**L90 AFAS 2231. Cross Cultural Women Playwrights**

Same as Drama 223

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Credit 3 units. A&S: TH, SD BU: BA FA: AH, Lit

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**L90 AFAS 2250. Freshman Seminar: African-American Women's History: Sexuality, Violence, and the Love of Hip-Hop**

Black women, much like their male counterparts, have shaped the contours of African-American history and culture. Still, close study of African-American women's history has burgeoned only within the past few decades as scholars continue to uncover the multifaceted lives of Black women. This course explores the lived experiences of Black women in North America through a significant focus on the critical themes of violence and sexuality. We examine African-American women as the perpetrators and the victims of violence and as the objects of sexual surveillance and we explore a range of contemporary debates concerning the intersections of race, class, and gender, particularly within the evolving hip-hop movement. We take an interdisciplinary approach through historical narratives, literature, biographies, films, and documentaries.

Credit 3 units. A&S: TH, SD BU: BA

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**L90 AFAS 251. Topics: The Ebonics Controversy**

This course examines the controversy regarding the status of Ebonics and its role in education. Ebonics is the term often used to describe the distinct speech of 85 percent of the African-American population. The controversy reached the national limelight in 1996 and 1997 due to a resolution by the Oakland (California) School Board., which identified Ebonics as a legitimate form of speech that should be respected. The arguments about Ebonics are multifaceted and highlight significant linguistic as well as educational and political issues. There is the basic question of just what is Ebonics: Is it a separate language, a dialect, slang, bad grammar, broken English, or really not a distinct entity? There are issues related to the term Ebonics as evidenced by the various names that academicians have used for the speech of African Americans, i.e. African-American (Vernacular) English and African-American Language. Its origins and history also have been debated: Is it a variant of Southern English or are its origins traceable to the language systems of Africa? Further, there is a fundamental, practical question of how to approach the education of African-American children whose home speech is Ebonics: Should a goal in the education of these children be the purging of Ebonics so that it does not interfere with the mastery of Standard English, or should Ebonics be used as a vehicle for learning Standard English? This course examines these and other issues, such as the portrayal of Ebonics in the popular media as well as its use within African-American communities, through readings, films, small and large group discussions, writing assignments, and lectures.

Credit 3 units. A&S: SS, SD

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**L90 AFAS 260. African Art: from the Traditional to the Contemporary**

Same as Art-Arch 250

Credit 3 units. A&S: TH, CD

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**L90 AFAS 301. A History of African American Theater**

A survey of African-American theater from post-Civil War "coon" shows and reviews to movements for a national black theater, such as Krigwa, Lafayette and Lincoln, and the Black Arts Movement. Early black theater and minstrels; black theater movement and other ethnic theater movements in America. Critical readings of such plays as Amiri Baraka's *Dutchman*, Lorraine Hansberry's *A Raisin in the Sun*, and Langston Hughes and Zora Neale Hurston's *Mule Bone*. Also works by August Wilson, Ed Bullins, Charles Fuller, Georgia Douglas Johnson.

Credit 3 units. A&S: TH, SD BU: HUM FA: AH

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**L90 AFAS 302. Black Theater Workshop III**

Same as Drama 368

Credit 3 units. A&S: LA, SD BU: HUM

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**L90 AFAS 3061. Literacy Education in the Contexts of Human Rights and Social Justice**

Same as Educ 306

Credit 3 units. A&S: SS BU: BA

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**L90 AFAS 306B. Africa: Peoples and Cultures**

Same as Anthro 306B

Credit 3 units. A&S: SS, CD BU: HUM, IS FA: SSP

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**L90 AFAS 3101. "GIVE UP THE MIC": BLACK FEMINISM IN THE UNITED STATES**

It is a mistaken, but widely held assumption that Black feminism in the United States emerged from the second-wave women's movement of the 1960s. This course offers a different view: the black feminist movement has a long history with roots in the slavery era. This course charts the historical evolution of black feminist theory and praxis from the 19th century to the present through reading texts from a variety of black feminists including abolitionists, anti-lynching advocates, clubwomen, blues artists, unionists, communists, civil rights and black power movement activists, poets, leaders of formal feminist organizations, and hip-feminists. We examine essays and books that articulate the complexity of black American women's demand for social, economic, and political equality as well as the desire for a vision of liberation based on historical and ongoing struggles against race and gender oppression. We identify the central concerns of black feminist thought, salient theoretical models such as the intersection of race, gender, sexuality and class, and how the movement changed over time.

Credit 3 units. A&S: TH, SD

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**L90 AFAS 311. Modern Dance and the African American Legacy**

Same as Dance 311

Credit 2 units. A&S: LA BU: HUM FA: AH

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**L90 AFAS 3161. African American Politics**

Credit 3 units. A&S: SS

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**L90 AFAS 319C. The Pre-History of Africa**

Same as Anthro 318C

Credit 3 units. A&S: SS, CD BU: BA, HUM, IS FA: SSP

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**L90 AFAS 321C. African Civilization to 1800**

Beginning with an introduction to the methodological and theoretical approaches to African history, this course surveys African civilization and culture from the Neolithic age until 1800 ad. Topics include African geography and environmental history; migration and cross-cultural exchange; the development of Swahili culture; the Western Sudanese states; the trans-Atlantic slave trade; and the historical roots of Apartheid.

Credit 3 units. A&S: TH, CD BU: HUM, IS FA: SSP

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**L90 AFAS 322C. African Civilization: 1800 to the Present**

Beginning with social and economic changes in 19th-century Africa, this course is an in-depth investigation of the intellectual and material culture of colonialism. It also is 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.

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

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**L90 AFAS 324. Topics in Theater**

Same as Drama 321

Credit 3 units. A&S: LA

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**L90 AFAS 326. Literature of the Color Line**

In 1903's *The Souls of Black Folk*, W.E.B. Dubois wrote "for the problem of the 20th century is the problem of the color-line." This literature course includes texts written by African-American authors to examine the ways African Americans came to be portrayed in American literature and culture by writers of color, paying special attention to the changing concept of race and African-American citizenship as influenced by American political thought at a time when many of the gains made by African Americans during the period of Reconstruction were repealed. We read fiction, poetry, essays, and pamphlets by African-American writers writing through the late 19th and early 20th century, including but not limited to Charles Chesnutt, W.E.B. Dubois, Booker T. Washington, Ida B. Wells-Barnett, Pauline Hopkins, Frances E.W. Harper, Paul Laurence Dunbar. In addition to the texts, students also are asked to briefly examine portrayals of African Americans in other forms of media, such as visual culture and film.

Credit 3 units. A&S: LA

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**L90 AFAS 327B. African Politics**

Same as Pol Sci 327B

Credit 3 units. A&S: SS BU: IS FA: SSP

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**L90 AFAS 3282. Sexuality in Africa**

An examination of various themes of African sexuality, including courtship, marriage, circumcision, STDs and AIDS, polygamy, homosexuality, child marriages, and the status of women. Course materials include ethnographic and historical material, African novels and films, and U.S. mass media productions. Using sexuality as a window of analysis, students are exposed to a broad range of social science perspectives such as functionalist, historical, feminist, social constructionist, Marxist, and postmodern.

Credit 3 units. A&S: SS, CD BU: BA FA: SSP

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**L90 AFAS 330. Topics in Linguistics: The American Languages**

Our perceptions about language are shaped by our linguistic backgrounds and practices as well as our social and political ideologies. This course examines the history of American languages in the United States 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; and what do they all have in common beyond the simple geographic classification of being "American." In addressing these questions we also study the politics of language, the history of language policy and education in the U.S. as well as issues of current debate, such as indigenous language reclamation, the "Ebonics controversy," bilingual education, and the official English movement.

Credit 3 units. A&S: SS, SD

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**L90 AFAS 3340. Gender, Health and Resistance: Comparative Slavery in the African Diaspora**

Same as History 3340

Credit 3 units. A&S: TH, CD

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**L90 AFAS 343. Capitalism, Exchange and Inequality in Africa**

This course explores issues of power and inequality related to exchange and the emergence of market economies in Africa. Case studies include examinations of cattle and bridewealth among pastoralists in Sudan, welfare policies in contemporary South Africa, and sex work in West Africa. In each of these cases there is a complex balance between the value placed on maintaining social relationships and accumulating private property. We investigate

the implications of this balance for the production of local and international forms of inequality. The course also introduces students to key ideas in economic anthropology such as the formalist-substantivist debate, rational choice theory, and neo-Marxist approaches to power and stratification. By the end of the course, students should be able to critically assess the value of these theories in understanding day-to-day economic activities in Africa. This class is a discussion-based seminar and in-class participation is highly encouraged. Students are graded on a series of analytical essays, a final paper, and in-class participation.

Credit 3 units. A&S: SS, CD, SD

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**L90 AFAS 3531. Selected English and American Writers**

Same as E Lit 3531

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L90 AFAS 3582. Race, Class, and Writing in the United States and the Caribbean, 1900-1950**

Same as E Lit 3582

Credit 3 units. A&S: TH, SD BU: BA, HUM

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**L90 AFAS 361. Culture and Environment**

Same as Anthro 361

Credit 3 units. A&S: SS BU: ETH FA: SSP

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**L90 AFAS 3651. Black Women Writers**

When someone says "black woman writer," you may well think of Nobel Prize winner Toni Morrison. But not long ago, to be a black woman writer meant to be considered an aberration. When Thomas Jefferson wrote that Phillis Wheatley's poems were "beneath the dignity of criticism," he could hardly have imagined entire Modern Language Association sessions built around her verse, but such is now the case. In this class we survey the range of Anglophone African-American women authors. Writers likely to be covered include Phillis Wheatley, Harriet Wilson, Nella Larsen, Lorraine Hansberry, Octavia Butler, and Rita Dove, among others. Be prepared to read, explore, discuss, and debate the specific impact of race and gender on American literature.

Credit 3 units. A&S: TH, SD BU: HUM

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**L90 AFAS 3652. The New Republic: The United States, 1776-1850**

Same as History 365

Credit 3 units. A&S: TH BU: HUM, IS FA: SSP

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**L90 AFAS 3670. The Civil Rights Movement**

Same as History 3670

Credit 3 units. A&S: TH

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**L90 AFAS 370. Youth, Generation, and Age in Africa**

It is estimated that children and youth constitute more than 60 percent of the population in Africa. In a context of economic decline associated with neoliberal policies of structural adjustment, many of these young people will face extreme difficulty in finding work, supporting families, and taking on the social responsibilities of adults. In recent years, disaffected African youth have been increasingly blamed for political and social instability. This course examines the condition of youth in contemporary Africa. The course begins with classic anthropological texts on generation, youth, and the life cycle in Africa. Readings address the implications of colonialism, education, wage labor, and urbanization for relations between generations. The second half of the course examines recent research concerning the position of African youth in a context of economic and cultural globalization.

Credit 3 units. A&S: TH, CD BU: IS

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**L90 AFAS 372C. Law in American Life: 1776 to Present**

Same as History 372C

Credit 3 units. A&S: TH, SD BU: ETH, IS FA: SSP

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**L90 AFAS 3752. Topics in Women's History: African American Women**

Same as WGSS 3754

Credit 3 units. A&S: TH, SD BU: BA

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**L90 AFAS 3765. The Art of the Harlem Renaissance: Picturing and Performing the Black Modern Subject**

Same as Art-Arch 3765

Credit 3 units. A&S: TH, SD

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**L90 AFAS 3766. Women, Men and Gender in African Societies Since 1800**

Same as History 38A8

Credit 3 units. A&S: TH, CD, WI BU: BA

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**L90 AFAS 3838. African American Poetry From 1950-Present**

Beginning with the year in which Gwendolyn Brooks became the first African American to win the Pulitzer Prize, we examine the tradition of African-American poetry and the ways in which that tradition is constantly revising itself and being revised from the outside. We focus in particular on the pressures of expectation-in terms of such identity markers as race, gender, and sexuality-and how those pressures uniquely and increasingly affect African-American poetry today.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L90 AFAS 387C. African-American Literature: Early Writers to the Harlem Renaissance**

Same as E Lit 387

Credit 3 units. A&S: TH, SD

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**L90 AFAS 3880. Terror and Violence in the Black Atlantic**

Same as History 3880

Credit 3 units. A&S: TH, SD BU: BA

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**L90 AFAS 388C. African American Literature: African American Writers Since the Harlem Renaissance**

African-American literature in the 20th century moves from a renaissance into an institution. Guggenheim, Pulitzer, and Nobel prize winners, Communist and Conservative Party sympathizers, Black Power advocates, inaugural poets, Broadway playwrights, Book-of-the-Month Club novelists, along with writers whose allusive and elliptical pages may never win them legions of fans, are among the many whose works we discover together. Written assignments may include two papers and two exams. Prerequisites: none, but related classes such as E Lit 215 and/or AFAS 208 are suggested. Satisfies the American literature requirement in English, and/or one 300-level elective requirement in AFAS.

Credit 3 units. A&S: TH, SD BU: HUM FA: Lit

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**L90 AFAS 390C. Upon These Shores: African American History, 1500-1864**

Same as History 387C

Credit 3 units. A&S: TH, SD BU: HUM FA: SSP

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**L90 AFAS 391C. For Freedom's Sake: African American History Since Emancipation**

Same as History 388C

Credit 3 units. A&S: TH, SD FA: SSP

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**L90 AFAS 400. Independent Study**

Permission of the Director of the African and African-American Studies Program and an African-American Studies instructor prior to registering.

Credit variable, maximum 6 units.

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**L90 AFAS 4002. Urban Education in Multiracial Societies**

Same as URST 400

Credit 3 units. A&S: SS, WI

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**L90 AFAS 4005. Video Microanalysis: Methods and Tools**

Same as Educ 4033

Credit 3 units. A&S: SS, SD

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**L90 AFAS 401. Senior Seminar**

This capstone seminar is required for students who are majoring in African and African-American Studies.

Credit 3 units. A&S: TH

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**L90 AFAS 403. Advanced Swahili**

This course aims at helping students gain skills in reading and appreciating selected readings in Swahili literature. Although the course primarily focuses on plays, novels, poetry, students also are introduced to Swahili songs, comic books, and other forms of popular literature in an attempt to understand the growth and development of contemporary Swahili literature. Prerequisites: permission of instructor and successful completion of AFAS 103D, 104D, 203D, and 204D or equivalent experience.

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

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**L90 AFAS 4031. Advanced Readings in Swahili Literature**

To be designed with instructor. Permission of instructor required.

Credit 3 units. A&S: TH

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**L90 AFAS 4041. Beginning Graduate Level Swahili**

A beginning language course for graduate students emphasizing acquisition of reading, writing, and conversational skills in Swahili language. Through video and other multimedia presentations, students also are introduced to the culture of Swahili-speaking communities living in more than a dozen African countries.

Credit 3 units. A&S: LA

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**L90 AFAS 4042. Beginning Graduate Level Swahili II**

Second-semester graduate-level Swahili language course emphasizing conversational competence and knowledge of Swahili-speaking cultures of East Africa. Introduction to elementary-level Kenyan and Tanzanian Swahili texts, grade school readers, newspapers, and government educational material. Prerequisite: AFAS 4041.

Credit 3 units. A&S: LA

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**L90 AFAS 4043. Intermediate Graduate Level Swahili III**

Enhanced acquisition of language fundamentals acquired in first year Graduate-Level Swahili through performance, reading, and writing. Students gain skills performing role-plays such as asking for directions, booking a bus ticket, ordering food in a restaurant, etc. Students read more authentic Swahili texts including plays, short stories, newspapers, and poems. Prerequisite: AFAS 4041, 4042, or permission of instructor.

Credit 3 units. A&S: LA

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**L90 AFAS 409. Gender, Sexuality, and Change in Africa**

This course considers histories and social constructions of gender and sexuality in sub-Saharan Africa during the colonial and contemporary periods. We examine gender and sexuality both as sets of identities and practices and as part of wider questions of work, domesticity, social control, resistance, and meaning. Course materials include ethnographic and historical materials and African novels and films. Prerequisite: graduate students or undergraduates with previous AFAS or upper-level anthropology course.

Credit 3 units. A&S: SS, SD, WI FA: SSP

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**L90 AFAS 4134. The AIDS Epidemic: Inequalities, Ethnography, and Ethics**

Same as Anthro 4134

Credit 3 units. A&S: SS, SD

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**L90 AFAS 417. Topics in African History: Middle Passages: African Americans and South Africa**

This upper-division seminar explores the fascinating transnational relationship between African Americans and black South Africans during the 20th century. These two populations became intimately familiar with each other as African-American missionaries, sailors, musicians, educators, and adventurers regularly entered South Africa while black South African students, religious personnel, political figures, writers, and entertainers found their way to America. This course details why these two populations gravitated toward each other, how they assisted each other in their respective struggles against racial segregation and apartheid, and how these shared histories influence their relationship today. Readings for this course draw from key books, articles, and primary documents within this exciting new field of intellectual inquiry.

Credit 3 units. A&S: TH, CD BU: BA

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**L90 AFAS 4262. Politics of the Civil Rights Movement**

Same as Pol Sci 426

Credit 3 units. A&S: SS, SD FA: SSP

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**L90 AFAS 429. Texts and Contexts of the Harlem Renaissance**

Same as E Lit 4244

Credit 3 units. A&S: TH FA: Lit

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**L90 AFAS 433. Culture, Language, and the Education of Black Students**

Same as Educ 4315

Credit 3 units. A&S: SS, CD FA: SSP

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**L90 AFAS 435. Slavery and American Literary Imagination**

Same as E Lit 4232

Credit 3 units. A&S: TH FA: Lit

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**L90 AFAS 448. Race Politics in 19th- and 20th-Century America**

This course explores the efforts of black Americans to use the political processes to claim civil rights and economic improvements in the 19th and 20th centuries. It tracks the aims, ideals, and organizing strategies of African-American leaders and of grass-roots organizers. Readings and research highlight the ways African Americans debated agendas, fought over strategies and worked to mobilize voters. We study the ways various groups of people—in rural and urban American—argued over priorities, set agendas for



their communities, produced a political language, came together with neighbors to fight for civil rights and economic necessities, and, in short, established a dynamic and conflicted political culture.  
Credit 3 units. A&S: SS BU: BA FA: SSP

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**L90 AFAS 4483. Race and Politics**

Same as Pol Sci 4241

Credit 3 units. A&S: SS FA: SSP

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**L90 AFAS 4511. Race, Ethnicity and Culture: Qualitative Inquiries into Urban Education I**

Drawing on traditional and recent advances in the field of qualitative studies, this course is the first in a series to examine ethnographic research at the interlocking domains of race, ethnicity, class, gender, and culture. The emphasis in this course is on how these concepts are constructed in urban educational institutions. The course includes a field component that involves local elementary and/or middle schools.

Credit 3 units. A&S: SS, SD BU: BA

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**L90 AFAS 4512. Race, Ethnicity and Culture: Qualitative Inquiries into Urban Education II**

Same as Educ 4512

Credit 3 units. A&S: SS, WI FA: SSP

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**L90 AFAS 4608. Education of Black Children and Youth in the United States**

Same as Educ 4608

Credit 3 units. A&S: TH, SD, WI FA: SSP

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**L90 AFAS 461B. Construction and Experience of Black Adolescence**

This course examines the construct of black adolescence from the general perspectives of anthropology, sociology, and psychology. It begins by studying the construct of black adolescence as an "invention" of the social and behavioral sciences. The course then draws upon narrative data, autobiography, literature, and multimedia sources authored by black youth to recast black adolescence as a complex social, psychological, cultural, and political phenomenon. This course focuses on the meaning-making experiences of urban-dwelling black adolescents and highlights these relations within the contexts of class, gender, sexuality, and education.

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L90 AFAS 477. African Prehistory**

Same as Anthro 477

Credit 3 units. A&S: SS FA: SSP

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**L90 AFAS 4893. ADVANCED SEMINAR: Antislavery: The Legal Assault on Slavery in St. Louis**

Same as History 4987

Credit 4 units. A&S: TH, SD

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**L90 AFAS 4916. Trauma Landscape and Memory in African Diasporic Art, History and Culture**

Same as Art-Arch 4916

Credit 3 units. A&S: TH, SD

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**L90 AFAS 4930. Advanced Seminar: Slavery in America: The Politics of Knowledge Production**

Same as History 49SA

Credit 4 units. A&S: TH, SD

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**L90 AFAS 4973. Advanced Seminar: Gender, Race and Class in South Africa, 1880-present**

Same as History 4979

Credit 4 units. A&S: TH, SD

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**L90 AFAS 4977. Advanced Seminar: A Long Road to Uhuru and Nation: The Social History of Modern Kenya**

Same as History 4977

Credit 4 units. A&S: TH, CD

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**L90 AFAS 498. Field Work in African American Studies**

A fieldwork project carried out under the direction of an instructor in the African and African-American Studies program. Prerequisites: permission of instructor and the Director of African and African-American Studies prior to enrollment. See Program office for forms.

Credit variable, maximum 6 units. A&S: SS

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**L90 AFAS 4984. The Problem of Freedom: The Age of Democratic Revolutions in the Americas, 1760-1888**

Same as History 4984

Credit 4 units. A&S: TH, SD

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**L90 AFAS 499. Independent Work for Senior Honors: Research**

Prerequisite: permission of Director and appropriate grade point average. Application forms available in Program office.

Credit 3 units.

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**L90 AFAS 4991. Independent Work for Senior Honors: Thesis**

Prerequisite: satisfactory standing as a candidate for senior honors and permission of the Director of the African and African-American Studies Program.

Credit 3 units.

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**Contact Person:** Barb Knipshild  
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## Arts & Sciences: 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, etc.—while developing the knowledge and skills necessary to study a wide array of cultural objects.

The AMCS 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. Students pursuing the AMCS major are required to have another major – so that their depth of understanding in a specific field can serve as context for this multidisciplinary study. Attentive advising fosters a more cohesive experience of this study, and helps students develop specific interests within a diverse curriculum.

### The Major in American Culture Studies

*Not available as a standalone major*

**Total units required:** 27 credits

#### Required courses:

AMCS 475. American Culture: Methods and Visions

#### Elective courses:

- 12 credits from general, cross-listed courses (including at least 6 credits at the 300 or 400 level). These courses must be home-based in four different departments or programs, and only one course may count toward the student's other major.
- 6 credits of multidisciplinary (MD) course work. These are courses approved by AMCS because their subject and/or methodology meet the program's standards for multidisciplinary study. (The program publishes a list of MD courses online every semester ([amcs.wustl.edu/courses/courses.php](http://amcs.wustl.edu/courses/courses.php)).
- 3 credits of Engaged Study (ES). ES opportunities generally take the form of independent/archival projects, collaborative research initiatives, or fieldwork, but each semester a few AMCS courses are given an ES designation (because they serve as an occasion to do most or all of the required work for 3 Engaged Study credits). A noncourse-based ES project should be designed with the student's interests in mind, perhaps serving as the foundation for a capstone project. Each ES project must be pre-approved by the academic coordinator.

- A 3-credit senior capstone project of the student's own devising. This project should be multidisciplinary and (where possible) draw upon some field experience. The Honors Thesis is one way to fulfill the capstone requirement, but it is not the only way (majors are invited to propose creative alternatives to a long paper, e.g. a multimedia or oral presentation; a set of field notes with interpretative final commentary; a proposal, a curriculum or some other practical tool). Students will generate a proposal for the capstone at the end of AMCS 475, and will complete the work on this project by second semester of their senior year, earning 3 capstone credits in that semester.

#### Other Notes on the Major:

Each year, AMCS aims to offer several courses with a methodological focus that serve to contextualize students' work across the disciplines (e.g. AMCS 220 Introduction to American Culture Studies; AMCS 256 Workshop in American Culture Studies; AMCS 226 Sociological Approaches in American Health; AMCS 3263 Introduction to Research Design). Majors are encouraged to incorporate one or more of these into their course of study, consulting with their adviser as they plan.

Students pursuing the AMCS major are required to have another major—so that their depth of understanding in a specific field can serve as context for this multidisciplinary study.

### Additional Information

**Senior Honors:** Writing an AMCS honors thesis is one way to fulfill the capstone 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. To qualify for honors thesis work, AMCS majors need to have done the following by the time they reach the start of the fall semester of their senior year:

- Earned an overall GPA of 3.5 (the Arts & Sciences threshold for Latin Honors eligibility);
- Taken at least one multidisciplinary (MD) course and completed at least half of their general course work for the AMCS major;
- Completed or at least mapped out their Engaged Study (ES) work, ideally with their thesis topic in mind;

- Reached a point where they can speak with confidence about the basic methods used and questions posed in their other field(s) of study. (This likely means they have completed most of their other major's requirements, although that is not a strict prerequisite for thesis work.)
- Completed AMCS 475 (in their junior year). This course serves to solidify students' understanding of what it means to study culture and prepares them to design a multidisciplinary framework.

#### Required Honors Thesis Activity:

- Honors Thesis students submit a thesis proposal with preliminary bibliography during the **spring of their junior year** and, in consultation with the Academic Coordinator, set a timeline for the project, identify potential thesis advisers, and begin preliminary research.
- In the **summer following junior year**, thesis writers pursue thesis-related field work and/or research that they have mapped out for themselves. By the end of the summer, they submit a revised proposal with preliminary outline and an updated bibliography.
- During the **fall of senior year**: Thesis writers enroll in 3 credits of AMCS 4004-01 (Senior Honors Seminar in American Culture Studies) and participate in seminar activities.
- In the **spring of the senior year**, thesis writers enroll in 3 credits of AMCS 4005-01, the second half of the Senior Honors Seminar.

**Study abroad:** Majors intending to study abroad should consult with the Academic Coordinator well in advance to discuss the likelihood that courses they take can count as well as the impact that studying abroad will have on their progress in the major (e.g. the timing of the capstone project). Please note: Engaged Study (ES) work may be pursued while students are abroad—but only if the project suits the ES model and students consult in advance.

## The Minor in American Culture Studies

**Units required:** 15

#### Elective courses:

3 units (at least 6 at the advanced level of 300-400) addressing American subjects. These courses must be home-based in four different departments or programs, and only 3 units may count toward the student's first major.

3 advanced units of multidisciplinary course work. These courses are those approved or, because of their subject and methodology, meet the standards of examining their curricular topic through multiple disciplines or approaches. Minors are encouraged to take the capstone course, AMCS 475, to meet their multidisciplinary requirement.

### Additional Information

The components of an American Culture Studies minor are developed by each student in conjunction with his or her AMCS adviser. Students are encouraged to build minors that complement their majors, and advisers will help students select those courses that meet the requirements for the minor.

Each year, AMCS aims to offer several courses with a methodological focus that serve to contextualize students' work across the disciplines (e.g. AMCS 220 Introduction to American Culture Studies; AMCS 256 Workshop in American Culture Studies; AMCS 226 Sociological Approaches in American Health; AMCS 3263 Introduction to Research Design). Minors are encouraged to incorporate one or more of these into their course of study, consulting with their adviser as they plan.

#### L98 AMCS 101B. American Politics

Same as Pol Sci 101B

Credit 3 units. A&S: SS BU: BA FA: SSP

#### L98 AMCS 1022. Popular Music in American Culture

Same as Music 1022

Credit 3 units. A&S: LA, SD BU: HUM FA: AH

#### L98 AMCS 105. History of Jazz

Same as Music 105

Credit 3 units. A&S: LA BU: HUM FA: AH

#### L98 AMCS 106. St. Louis 101: Life in a Global City

Same as Anthro 101

Credit 3 units. A&S: SS, SD BU: BA FA: SSP

#### L98 AMCS 109. Ragtime

Same as Music 109

Credit 2 units. A&S: LA BU: HUM FA: AH

#### L98 AMCS 111. Freshman Seminar: Race and Ethnicity on American Television

Same as Film 110

Credit 3 units. A&S: TH, CD, SD BU: BA FA: SSP

#### L98 AMCS 112. Freshman Seminar: Race and Ethnicity in American Cinema

Same as Film 112

Credit 3 units. A&S: TH, SD BU: BA

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**L98 AMCS 114. Studying the City: The Scholar and Community Engagement**

Credit 3 units. A&S: SS BU: BA

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**L98 AMCS 116. Freshman Seminar: Cult TV: Critical Approaches to Fans and Fictions**

Same as Film 116

Credit 3 units. A&S: TH

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**L98 AMCS 118A. Geology of National Parks**

Same as EPSc 118A

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L98 AMCS 120. Social Problems and Social Issues**

Survey of social problems and social issues in contemporary American society, such as racism, poverty, sexism, crime, and war.

Credit 3 units. A&S: SS BU: BA

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**L98 AMCS 130. Freshman Seminar: Cahokia: Perspectives on a Mississippian Ritual Center**

Same as Anthro 130

Credit 3 units. A&S: SS BU: HUM FA: SSP

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**L98 AMCS 150. Rattle and Hum: Reading Music in Literature**

Same as CFH 150

Credit 3 units. A&S: LA

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**L98 AMCS 152. Literature Seminars for Freshman: The Voices of Our American Traditions**

Same as E Lit 152

Credit 3 units. A&S: TH

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**L98 AMCS 163. Introduction to the History of the United States**

Same as History 163

Credit 3 units. A&S: TH, CD, SD BU: HUM FA: SSP

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**L98 AMCS 165. Survey of Latin American Culture**

Same as IAS 165C

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

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**L98 AMCS 1680. Hurricane Katrina: A Case Study in Disaster and American Society**

Same as Anthro 168

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L98 AMCS 188. Self and Identity in African American Literature**

Same as AFAS 188

Credit 3 units. A&S: TH, SD BU: BA, ETH FA: Lit

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**L98 AMCS 202. The Immigrant Experience**

This course explores the history and politics of immigrant groups in the 19th and 20th century United States. Topics include legislation, patterns of migration, comparisons of different waves of immigration, and changing social attitudes. This course is a core requirement for the ethnic studies concentration in American Culture Studies.

Credit 3 units. A&S: SS, CD BU: ETH, HUM FA: SSP

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**L98 AMCS 2032. Freshman Seminar: The Enigma of Thomas Jefferson**

Same as History 2030

Credit 3 units. A&S: TH

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**L98 AMCS 2050. Napster, Aids, and Intellectual Property**

Same as Econ 205

Credit 1 unit. A&S: SS

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**L98 AMCS 206. "Reading" Culture: The Cultural Life of Things**

Credit 3 units. A&S: TH BU: BA

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**L98 AMCS 207. Freshman Seminar: The Chinese American Experience**

Same as ANELL 208

Credit 3 units. A&S: TH, SD BU: HUM

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**L98 AMCS 208B. African American Studies: An Introduction**

Same as AFAS 208B

Credit 3 units. A&S: TH, SD BU: HUM FA: SSP

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**L98 AMCS 210. Freshman Seminar: Gender and Citizenship**

Same as WGSS 210

Credit 3 units. A&S: TH, SD BU: BA FA: SSP

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**L98 AMCS 2101. The Linguistic Legacy of the African Slave Trade in Interdisciplinary Perspective**

Same as AFAS 210

Credit 3 units. A&S: SS, SD BU: BA

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**L98 AMCS 2152. The Theory and Practice of Justice: The American Historical Experience**

Same as History 2152

Credit 3 units. A&S: TH, SD BU: BA, ETH, HUM FA: SSP

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**L98 AMCS 2156. The Thrilling Story: Constructing the Civil Rights Movement**

Same as AFAS 215C

Credit 3 units. A&S: TH, SD

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**L98 AMCS 220. Topics in American Culture Studies:**

The topic of this course varies from semester to semester. Please see Course Listings for a description of the current offering.

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

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**L98 AMCS 221. Topics in Theatre: Introduction to the American Musical Theatre**

Same as Drama 221

Credit 2 units. A&S: LA BU: HUM FA: AH

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**L98 AMCS 222. Sophomore Research Project in American Culture Studies**

This course provides sophomores with an introductory experience in primary research.

Credit variable, maximum 3 units. A&S: TH

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**L98 AMCS 225. Topics in American Culture Studies**

Topics courses in American Culture Studies are offered routinely and examine aspects of our culture from various disciplines and often through multidisciplinary approaches. Courses previously offered include: 19th-Century American Indian Literature; Hurricane Katrina: A Case Study in Disaster and Relief; The History of Popular Culture in the United States; Mark Twain: Humor and Politics in 19th Century; and American Presidential Rhetoric. Courses are sometimes team-taught or combine community service with learning. Faculty includes WU professors, visiting scholars, community leaders, or advanced graduate fellows in American Culture Studies.

Credit 3 units. A&S: TH BU: BA FA: SSP

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**L98 AMCS 2250. Freshman Seminar: African-American Women's History: Sexuality, Violence, and the Love of Hip-Hop**

Same as AFAS 2250

Credit 3 units. A&S: TH, SD BU: BA

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**L98 AMCS 226. Sociological Approaches to American Health**

The major objective of the course is to provide beginning students with the theoretical (conceptual) and empirical tools necessary to understand how health, illness and health care delivery in the United States are significantly influenced by the social structure in which they are embedded. Students demonstrate this understanding through designing and implementing a research project grounded in sociological theory and sound methodological strategies for collecting and analyzing data. Working in teams, students produce a research report suitable for a poster presentation or newsletter to a variety of audiences.

Credit 3 units. A&S: SS BU: BA

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**L98 AMCS 227. Topics in Native American Culture:**

The topic of this course varies from semester to semester. Please see Course Listings for a description of the current offering.

Credit 3 units. A&S: SS

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**L98 AMCS 2280. Intro to Aural Culture: Silence, Noise, Music**

Same as Music 228

Credit 3 units. A&S: LA

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**L98 AMCS 239. Performance and Culture**

Same as Drama 239

Credit 3 units. A&S: LA BU: BA

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**L98 AMCS 244. War, Rebellion and the Formation of American Identity, 1754-1865**

This course surveys the United States' experiences with rebellion and organized armed conflict from the origins of the American Revolution until the Civil War. Though the class deals with war, its focus is not on military tactics or the outcome of battles—indeed several of the conflicts it considers were entirely bloodless. Rather, the course utilizes war and rebellion as a prism through which to view the ways in which Americans conceived of themselves. Students address a number of questions: How and why did people in North America conceive of themselves as distinct from Europeans? Did war lead to more inclusive or exclusive views of who was considered "American?" How did people of different backgrounds view violent conflict? Why did some wars become central to American myth and others largely forgotten? Did war and rebellion promote a newly formed nationalism or did they help lead to sectionalism and the Civil War? Readings consist of secondary materials from a range of disciplines and primary documents that include novels, speeches, newspaper articles, letters, memoirs, editorial cartoons, and paintings.

Credit 3 units. A&S: TH

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**L98 AMCS 245. Images of Disability: Portrayal in Film & Literature**

Same as GeSt 249

Credit 3 units. BU: BA

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**L98 AMCS 246. Introduction to Film Studies**

Same as Film 220

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

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**L98 AMCS 248. Latino/a Experiences in the United States**

Identity is a term that begins to give humans a sense of understanding who we are. In terms of the Latino/a diaspora in the United States, issues of ethnicity, gender, nation, class, sexuality, and race are key theoretical categories that aid us in theoretical and practical understandings of identity. In this course we analyze and discuss the concept of order to understand the constructions



and varied meanings of the term. A special emphasis is 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 2 units. A&S: SS BU: BA

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**L98 AMCS 251. Topics in AFAS: The Ebonics Controversy**

Same as AFAS 251

Credit 3 units. A&S: SS, SD

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**L98 AMCS 256. 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 are 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 is shared with future AMCS students.

Credit 1 unit. A&S: TH

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**L98 AMCS 258. Law, Politics, and Society**

Same as Pol Sci 258

Credit 3 units. A&S: SS

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**L98 AMCS 260. Topics in Health and Community**

Same as Anthro 260

Credit 1 unit. A&S: SS

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**L98 AMCS 2601. Game Theory in Science and Culture**

Same as Pol Sci 260

Credit 3 units. A&S: SS

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**L98 AMCS 294. Introduction to Environmental Studies: Social Sciences**

Same as EnSt 294

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

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**L98 AMCS 298. Directed Fieldwork in American Culture Studies**

Fieldwork under the direction of an AMCS-affiliated faculty. All proposals for study must be submitted for review and approved by the AMCS adviser. See the AMCS website for the appropriate form. By permission of instructor.

Credit variable, maximum 3 units.

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**L98 AMCS 299. The Study of Cities and Metropolitan America**

Same as URST 299

Credit 3 units. A&S: SS BU: BA

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**L98 AMCS 3000. Overseas Research in American Culture Studies**

Overseas research under the direction of an AMCS-affiliated faculty. All proposals for study must be submitted for review and approved by the AMCS adviser. See the AMCS website for the appropriate form. By permission of instructor.

Credit variable, maximum 3 units.

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**L98 AMCS 3002. Directed Study in Legal Culture**

Directed study with an AMCS-affiliated faculty. All proposals for study must be submitted for review and approved by the AMCS adviser. See the AMCS website for the appropriate form. By permission of instructor.

Credit variable, maximum 3 units.

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**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 variable, maximum 3 units.

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**L98 AMCS 3006. Local Archives: Directed Study in St. Louis**

Directed study with an AMCS-affiliated faculty. All proposals for study must be submitted for review and approved by the AMCS adviser. See the AMCS website for the appropriate form. By permission of instructor.

Credit variable, maximum 3 units.

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**L98 AMCS 301C. The American School**

Same as Educ 301C

Credit 3 units. A&S: TH, SD BU: BA, ETH, HUM FA: SSP

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**L98 AMCS 3020. Native American Musical Traditions of the Western U.S.**

Same as Music 3022

Credit 3 units. A&S: TH, CD BU: HUM FA: SSP

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**L98 AMCS 3023. Jazz in American Culture**

Same as Music 3023

Credit 3 units. A&amp;S: TH, SD BU: HUM FA: AH

**L98 AMCS 3030. Queer Theory**

Same as WGSS 3031

Credit 3 units. A&amp;S: TH, SD BU: BA

**L98 AMCS 3031. Gender and Education**

Same as Educ 303

Credit 3 units. A&amp;S: SS, SD BU: BA FA: SSP

**L98 AMCS 3034. Race and Ethnicity in American Politics**

Same as Pol Sci 3031

Credit 3 units. A&amp;S: SS

**L98 AMCS 3041. Sex, Gender, and Popular Culture**

Same as WGSS 304

Credit 3 units. A&amp;S: TH, SD BU: BA

**L98 AMCS 3061. Literacy Education in the Context of Human Rights and Global Justice**

Same as Educ 306

Credit 3 units. A&amp;S: SS BU: BA

**L98 AMCS 3066. American City in the 19th and 20th Centuries**

Same as History 3066

Credit 3 units. A&amp;S: TH, SD BU: HUM FA: SSP

**L98 AMCS 3070. Politics and Policymaking in the American States**

Same as Pol Sci 3070

Credit 3 units. A&amp;S: SS BU: BA

**L98 AMCS 308. Cracks in the Republic: Discontent, Dissent, and Protest in America During the 1960s and 1970s.**

Same as History 3072

Credit 4 units. A&amp;S: TH, SD BU: BA FA: SSP

**L98 AMCS 308C. History of Law in American Life I: English and Colonial Foundations to 1776**

Same as History 307C

Credit 3 units. A&amp;S: TH BU: HUM FA: SSP

**L98 AMCS 3091. Poverty and Social Reform**

Same as History 3091

Credit 3 units. A&amp;S: TH, SD BU: BA FA: SSP

**L98 AMCS 3092. Indigenous Peoples and Movements in Latin America**

Same as Anthro 3092

Credit 3 units. A&amp;S: SS, CD, SD BU: ETH

**L98 AMCS 309W. Microeconomics of Public Policy**

Same as Econ 309W

Credit 3 units. A&amp;S: SS, WI

**L98 AMCS 310. Topics in Asian-American Literature: Identity and Self-Image**

Same as E Lit 308

Credit 3 units. A&amp;S: TH, SD BU: HUM FA: Lit

**L98 AMCS 311. Women's Health in America**

Same as WGSS 310

Credit 3 units. A&amp;S: SS, WI BU: BA FA: SSP

**L98 AMCS 3121. Topics in American Literature:**

Same as E Lit 316W

Credit 3 units. A&amp;S: TH, WI

**L98 AMCS 3132. Topics in Composition: Exploring Cultural Identity in Writing**

Same as E Comp 314

Credit 3 units. A&amp;S: LA, WI

**L98 AMCS 314. First Americans: Prehistory of North America**

Same as Anthro 314B

Credit 3 units. A&amp;S: SS, CD BU: BA FA: SSP

**L98 AMCS 3142. Native Americans at Westward Expansion**

Same as Anthro 3461

Credit 3 units. A&amp;S: SS, CD FA: SSP

**L98 AMCS 3162. Topics in American Literature: Contemporary American Fiction**

Same as E Lit 316

Credit 3 units. A&amp;S: TH BU: HUM FA: Lit

**L98 AMCS 3191. Contemporary American Women Poets**

Same as E Lit 3191

Credit 3 units. A&amp;S: TH BU: HUM FA: Lit

**L98 AMCS 3201. Gender, Culture, and Madness**

Same as Anthro 3201

Credit 3 units. A&amp;S: SS, SD BU: BA, ETH

**L98 AMCS 3212. Reading Narrative**

Same as E Lit 3211

Credit 3 units. A&amp;S: TH BU: HUM FA: Lit

**L98 AMCS 3214. Topics in Theatre**

Same as Drama 321

Credit 3 units. A&S: LA

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**L98 AMCS 3222. Major American Writers: The Contemporary American Novel**

Same as E Lit 3222

Credit 3 units. A&S: TH FA: Lit

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**L98 AMCS 3223. AMERICAN LITERATURE TO 1865**

Same as E Lit 321

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L98 AMCS 3255. Development of the American Constitution**

Same as Pol Sci 3255

Credit 3 units. A&S: SS BU: BA

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**L98 AMCS 326. American Economic History**

Same as Econ 326

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L98 AMCS 3262. Literature of the Color Line**

Same as AFAS 326

Credit 3 units. A&S: LA

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**L98 AMCS 3263. Introduction to Research Design**

The purpose of this course is to introduce students to a range of research designs found in the social sciences. We work on ways to ask and operationalize research questions as well as examine appropriate research designs and strategies. We begin the course with the problem of developing informed research questions, the accompanying hypotheses and developing them around a so-called scientific method. We concern ourselves with understanding the role and importance of literature reviews and then examine sources of data and four types of research strategy through cases that use them: ethnomethodology, an historical methodology, a quantitative approach, and a hybrid of quantitative and qualitative approaches.

Credit 3 units. A&S: SS

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**L98 AMCS 327. Public Opinion and American Democracy**

Same as Pol Sci 3211

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L98 AMCS 3270. Comics, Graphic Novels, and Sequential Art**

This course traces the evolution of comics in the America from the "comic cuts" of the newspapers, through the development of the daily and Sunday strips, into the comic book format, and the emergence of literary graphic novels. While not a uniquely American medium, comics have a specifically American context that intersects with issues of race, class, gender, nationalism, popular culture, consumerism, and American identity. Comics have repeatedly been a site of struggle in American culture; examining these struggles illuminates the way Americans have

constructed and expressed their view of themselves. The way comics have developed as a medium and art form in this country has specific characteristics that can be studied profitably through the lens of American Culture Studies.

Credit 3 units. A&S: LA

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**L98 AMCS 3283. Introduction to Public Health**

Same as Anthro 3283

Credit 3 units. A&S: SS BU: SCI

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**L98 AMCS 330. Topics in American Culture Studies: Exploring America, 1957**

In contrast with our conventional understanding of exploration as a geographical adventure, the movement in this course is in time. Taking one year as the focal point for study, in this case, 1957, we read newspapers, books, and magazines, watch TV, listen to speeches and music, go to the movies, and, in general, examine the documents we can recover from that period in an effort both to better understand American culture and to discover how such a large and nebulous subject might be studied. The work for this course involves collaboration, with a division of materials and regular reports to the class concerning individual (or small group) areas of responsibility. Continuous participation is a requirement rather than an option.

Credit 3 units. A&S: TH BU: BA FA: SSP

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**L98 AMCS 3301. History of American Cinema**

Same as Film 330

Credit 3 units. A&S: TH BU: HUM FA: AH

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**L98 AMCS 3303. Politics and Policies of Immigration in the U.S.**

Same as Pol Sci 3302

Credit 3 units. A&S: SS, WI

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**L98 AMCS 3312. Gender and American Politics**

Same as Pol Sci 331B

Credit 3 units. A&S: SS, SD BU: BA, ETH FA: SSP

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**L98 AMCS 3321. Topics in Politics: Constitutionalism and Democracy**

Same as Pol Sci 3321

Credit 3 units. A&S: SS BU: BA

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**L98 AMCS 3322. Brave New Crops**

Same as Anthro 3322

Credit 3 units. A&S: SS BU: IS FA: NSM

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**L98 AMCS 3325. Topics in Politics: Constitutional Politics in the U.S.**

Same as Pol Sci 3325

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L98 AMCS 332B. Environmental and Energy Issues**

Same as Pol Sci 332B

Credit 3 units. A&S: SS BU: ETH FA: SSP

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**L98 AMCS 3330. Topics in Linguistics: The American Languages**

Same as AFAS 330

Credit 3 units. A&S: SS, SD

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**L98 AMCS 3331. Topics in Politics: Social and Political Movements**

Same as Pol Sci 333

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L98 AMCS 336. Topics in American Culture Studies**

Topics courses in American Culture Studies are offered routinely and examine aspects of our culture from various disciplines and often through multidisciplinary approaches. Courses previously offered include: 19th Century American Indian Literature; Hurricane Katrina: A Case Study in Disaster and Relief; The History of Popular Culture in the United States; Mark Twain: Humor and Politics in 19th Century; and American Presidential Rhetoric. Courses are sometimes team-taught or combine community service with learning. Faculty includes WU professors, visiting scholars, community leaders, or advanced graduate fellows in American Culture Studies.

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

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**L98 AMCS 338. Citizenship and Public Service**

This course provides an in-depth exploration of citizenship and public service. What does it mean to be a citizen in a democratic country? What are the expectations of democracy, our rights and responsibilities? Do we have obligations to our society in terms of public service? We begin the semester with an examination of various theoretical perspectives on citizenship: Should citizens be expected to participate in civic life? Should participation be encouraged among some people and not others? What does it mean when we engage in civic life, and when we don't? We then explore and discuss historic and contemporary views on various ways that citizens can and do engage in public service, broadly defined, to address societal problems and bring change to their local, national, and global communities. We examine whether public service and citizenship are inclusive across class, race, gender, and immigrant status. Students draw on their own experiences in individual service-learning placements and apply them to an examination of how we can increase the likelihood of citizen involvement in American civic life. Note: Students are expected to participate in three hours of community service per week.

Credit 3 units. A&S: SS

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**L98 AMCS 3381. Topics in Politics: National Security, Civil Liberties, and the Law**

Same as Pol Sci 3381

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L98 AMCS 3391. Topics in 19th- and 20th-Century American Writing: American Short Fiction**

Same as E Lit 3391

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

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**L98 AMCS 3402. The American Novel: Split and Hybrid American Identities**

Same as E Lit 340W

Credit 3 units. A&S: TH, WI BU: BA, HUM

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**L98 AMCS 341. Understanding the Evidence: Provocative Topics of Contemporary Women's Health and Reproduction**

Same as WGSS 343

Credit 3 units. A&S: SS BU: ETH

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**L98 AMCS 3410. The Jewish People in America**

Same as JNE 341

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

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**L98 AMCS 3415. Jewish- Gentile Relations in the United States, 1830-1970.**

Same as JNE 3415

Credit 3 units. A&S: TH BU: BA

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**L98 AMCS 342. The American Presidency**

Same as Pol Sci 342

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L98 AMCS 3422. Americans and Their Presidents**

How have Americans understood what it means to be President of the United States? This seminar uses that question as a point of departure for a multidisciplinary cultural approach to the presidency in the United States, examining the shifting roles of the chief executive from George Washington through Barack Obama. In addition to a consideration of the President's political and policy-making roles, this course examines how the lived experiences of presidents have informed the ways Americans have conceived of public and private life within a broader political culture. In the process, this course uses the presidency as a means to explore topics ranging from electioneering to gender, foreign policy to popular media. Readings are drawn from a broad range of fields.

Credit 3 units. A&S: TH

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**L98 AMCS 344. Courts and Civil Liberties**

Same as Pol Sci 344

Credit 3 units. A&S: SS BU: BA, ETH, HUM FA: SSP

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**L98 AMCS 3441. Defendant's Rights**

Same as Pol Sci 3441

Credit 3 units. A&amp;S: SS BU: BA, ETH FA: SSP

**L98 AMCS 3450. Sexual Politics in Film Noir and Hardboiled Literature**

Same as Film 345

Credit 3 units. A&amp;S: TH

**L98 AMCS 3470. Gender and Citizenship**

Same as WGSS 347

Credit 3 units. A&amp;S: TH, WI BU: BA

**L98 AMCS 3475. Fantastic Archaeology**

Same as Anthro 3475

Credit 3 units. A&amp;S: SS BU: BA

**L98 AMCS 3490. Media Cultures**

Same as Film 349

Credit 3 units. A&amp;S: TH BU: BA

**L98 AMCS 3502. Hot, Cool, and Free: Jazz as Music and Metaphor in the United States**

Same as CFH 350

Credit 3 units. A&amp;S: LA, SD

**L98 AMCS 351. History of Electronic Media**

Same as Film 350

Credit 3 units. A&amp;S: TH BU: HUM

**L98 AMCS 3510. Topics in American Politics: The Supreme Court**

Same as Pol Sci 3510

Credit 3 units. A&amp;S: SS BU: BA FA: SSP

**L98 AMCS 3525. Topics in Literature**

Credit 3 units.

**L98 AMCS 3551. The Welfare State and Social Policy in America**

Same as Pol Sci 3551

Credit 3 units. A&amp;S: SS

**L98 AMCS 3561. Women and the Law**

Same as WGSS 3561

Credit 3 units. A&amp;S: SS, SD BU: BA

**L98 AMCS 3563. Television Culture and Cult TV: Critical Approaches to Fandom**

Same as Film 356

Credit 3 units. A&amp;S: TH BU: BA

**L98 AMCS 3570. Quality Television and the "Primetime Novel"**

Same as Film 357

Credit 3 units. A&amp;S: TH

**L98 AMCS 358. Law, Politics, and Society**

Same as Pol Sci 358

Credit 3 units. A&amp;S: SS BU: BA, HUM FA: SSP

**L98 AMCS 3581. Scribbling Women: Nineteenth-Century American Women Writers**

Same as WGSS 358

Credit 3 units. A&amp;S: TH, WI BU: HUM FA: Lit

**L98 AMCS 3590. The American Musical Film**

Same as Film 359

Credit 3 units. A&amp;S: LA BU: HUM

**L98 AMCS 3611. Legislative Politics**

Same as Pol Sci 3610

Credit 3 units. A&amp;S: SS BU: BA

**L98 AMCS 3612. Culture and Environment**

Same as Anthro 361

Credit 3 units. A&amp;S: SS BU: ETH FA: SSP

**L98 AMCS 363. The American Frontier: 1776-1848**

Same as History 3632

Credit 3 units. A&amp;S: TH, CD, SD BU: HUM FA: SSP

**L98 AMCS 3651. Black Women Writers**

Same as AFAS 3651

Credit 3 units. A&amp;S: TH, SD BU: HUM

**L98 AMCS 366. The Civil War & Reconstruction: 1848-1877**

Same as History 366

Credit 3 units. A&amp;S: TH, SD BU: HUM FA: SSP

**L98 AMCS 3660. Women and Film**

Same as Film 366

Credit 3 units. A&amp;S: TH, SD BU: HUM

**L98 AMCS 367. Modern America, 1877-1929**

Same as History 367

Credit 3 units. A&amp;S: TH BU: BA, HUM FA: SSP

**L98 AMCS 3670. Jewish American Literature "Roth and Company"**

Credit 3 units.



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**L98 AMCS 3671. The Civil Rights Movement and the Making of Modern America**

Same as History 3670

Credit 3 units. A&S: TH

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**L98 AMCS 368. Modern America Since 1929**

Same as History 368

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L98 AMCS 3680. The Cold War, 1945-1991**

Same as History 3680

Credit 3 units. A&S: TH FA: SSP

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**L98 AMCS 369. American Horrors**

Same as Film 370

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

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**L98 AMCS 370. The American West: The Image in History**

Same as Art-Arch 370

Credit 3 units. A&S: TH, CD BU: HUM FA: AH

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**L98 AMCS 3711. The History of Popular Culture in the United States**

This course surveys major developments in the history of popular culture in America, stretching from the mid-19th century to the present. It explores topics such as literature, drama/theater, dance halls, movies, radio, advertising, television, music, and the internet; it covers different types of popular culture such as printing, performance, image, and audio; it looks at how popular culture has been depicted in terms of icons, myths, stereotypes, heroes, celebrities and rituals; it addresses the rise of mass production and consumption; it examines the ways in which race, class, gender, ethnicity, and sexuality have been perceived and are portrayed in popular culture; and it illustrates how the content of popular culture shapes and reflects our personal, social, political, and intellectual beliefs and values.

Credit 3 units. A&S: TH BU: BA

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**L98 AMCS 3712. Art and Culture in America's Gilded Age**

Same as Art-Arch 3712

Credit 3 units. A&S: TH BU: BA FA: AH

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**L98 AMCS 3713. Values and the Art-Culture Machine**

This course introduces students to a range of contexts and problems that contemporary art and culture face with respect to how to account for and value human, communal, and diverse experiences. We begin with a comparison of dominant aesthetic, spiritual, and representational practices in Modernism and Postmodernism by looking closely at science, feminism, and commodity art and culture. We consider the ethics of silence in contemporary art in relation to human suffering and the place of

humanness in relation to machines and reproductive technologies and products, including the printed picture and kitsch. We then consider the relevance of a computational understanding of human cognition and how information and experience relate. We address the role of art and artists in times of crisis and war, as well as the modes of mobilization, production, and distribution characteristic of art worlds. We question the authenticity of African tourist art and Aboriginal paintings. We highlight experiments in the representation of values and difference in contemporary art and anthropology. We conclude with a discussion of the relevance of time, fantasy, and imagination in cultural production.

Credit 3 units. A&S: TH

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**L98 AMCS 372C. History of Law in American Life II: 1776 to the Present**

Same as History 372C

Credit 3 units. A&S: TH, SD BU: ETH, IS FA: SSP

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**L98 AMCS 373. Making War**

Same as Film 371

Credit 3 units. A&S: TH BU: BA

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**L98 AMCS 3730. History of the United States: Foreign Relations to 1914**

Same as History 373

Credit 3 units. A&S: TH BU: HUM, IS FA: SSP

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**L98 AMCS 3731. Introduction to GIS for Anthropologists**

Same as Anthro 373

Credit 3 units. A&S: SS

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**L98 AMCS 3741. History of U.S. Foreign Relations Since 1950**

Same as History 3741

Credit 3 units. A&S: TH BU: HUM, IS FA: SSP

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**L98 AMCS 3742. Social Landscapes in a Global View**

Same as Anthro 374

Credit 3 units. A&S: SS

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**L98 AMCS 3754. Women in American History**

Same as History 3752

Credit 3 units. A&S: TH, SD BU: BA FA: SSP

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**L98 AMCS 3755. Disability, Quality of Life, and Community Responsibility**

Same as GeSt 375

Credit 3 units. BU: BA

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**L98 AMCS 376. American Modernism, 1900-1940**

Same as Art-Arch 376

Credit 3 units. A&S: TH, WI BU: ETH FA: AH

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**L98 AMCS 3765. The Art of the Harlem Renaissance: Picturing and Performing the Black Modern Subject**

Same as Art-Arch 3765  
Credit 3 units. A&S: TH, SD

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**L98 AMCS 3776. Sexuality, Courtship, and Marriage in U.S. History**

Same as WGSS 3776  
Credit 3 units. A&S: TH, SD

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**L98 AMCS 3785. Photography in America**

Same as Art-Arch 3785  
Credit 3 units. A&S: TH

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**L98 AMCS 379. Banned Books**

Same as E Lit 381  
Credit 3 units. A&S: TH BU: ETH FA: Lit

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**L98 AMCS 3820. Latin American DissemiNations: Identities in the 20th and 21st Centuries**

Same as IAS 382  
Credit 3 units. A&S: TH, SD BU: IS

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**L98 AMCS 3871. African-American Literature: Early Writers to the Harlem Renaissance**

Same as E Lit 387  
Credit 3 units. A&S: TH, SD

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**L98 AMCS 3875. Pharmaceutical Personhood**

Same as Anthro 3875  
Credit 3 units. A&S: SS

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**L98 AMCS 3876. Dada and Surrealism in europe and the U.S.**

Same as Art-Arch 3875  
Credit 3 units. A&S: TH

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**L98 AMCS 3880. Terror and Violence in the Black Atlantic**

Same as History 3880  
Credit 3 units. A&S: TH, SD BU: BA

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**L98 AMCS 3882. Psychological Anthropology**

Same as Anthro 3882  
Credit 3 units. A&S: SS

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**L98 AMCS 3901. TABOO: Boundary and Transgression in American Cinema**

Same as Film 390  
Credit 3 units. A&S: TH BU: ETH

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**L98 AMCS 391. Topics in Women's Studies: Violence Against Women**

Same as WGSS 393  
Credit 3 units. A&S: SS, SD BU: BA FA: SSP

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**L98 AMCS 3910. History of Political Thought I: Justice, Virtue, and the Soul**

Same as Pol Sci 391  
Credit 3 units. A&S: SS BU: BA

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**L98 AMCS 3920. History of Political Thought II: Legitimacy, Equality, and the Social Contract**

Same as Pol Sci 392  
Credit 3 units. A&S: SS BU: BA

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**L98 AMCS 394. Urban Development and the Global Economy**

This course is designed to familiarize students with the urban effects of economic globalization and to provide students with tools that enable them to engage in scholarly and practical debates on economic growth and the city. Students are exposed to a variety of theoretical statements comparative studies, and case-specific research focusing on cities and the global economy. Topics include: industrial reorganization and its connection to the urban form, the ability of "dead" cities to adapt to economic change; how economic innovation is encouraged or suppressed within cities; growth coalitions and urban politics, networks and culture in relation to capitalist commitment to urban space; and the role of the arts and entertainment in new development versus production-based paradigms.  
Credit 3 units. A&S: SS

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**L98 AMCS 397. Gender and Sexuality in 1950s America: Writing Intensive Seminar**

Same as History 39F8  
Credit 3 units. A&S: TH, SD, WI BU: BA

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**L98 AMCS 4000. Urban Education in Multiracial Societies**

Same as URST 400  
Credit 3 units. A&S: SS, WI

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**L98 AMCS 4001. Directed Study in American Culture Studies**

Directed study with an AMCS-affiliated faculty. All proposals for study must be submitted for review and approved by the AMCS adviser. See the AMCS web site for the appropriate form. By permission of instructor.  
Credit variable, maximum 3 units.

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**L98 AMCS 4002. Directed Study in Legal Culture**

Directed study with an AMCS-affiliated faculty. All proposals for study must be submitted for review and approved by the AMCS adviser. See the AMCS web site for the appropriate form. By permission of instructor.

Credit variable, maximum 3 units.

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**L98 AMCS 4003. Advanced Research in American Culture Studies**

Directed study with an AMCS-affiliated faculty. All proposals for study must be submitted for review and approved by the AMCS adviser. See the AMCS web site for the appropriate form. By permission of instructor.

Credit variable, maximum 3 units.

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**L98 AMCS 4004. Senior Honors Seminar in American Culture Studies**

This course is required for students seeking college honors through American Culture Studies. Students discuss research methods and make regular research reports both to the instructor and other students. Prerequisite: satisfactory standing as a candidate for senior honors (3.5 cumulative GPA) and permission of thesis director.

Credit 3 units.

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**L98 AMCS 4005. Senior Honors Seminar in American Culture Studies**

This course is required for students seeking college honors through American Culture Studies. Students discuss research methods and make regular research reports both to the instructor and other students. Prerequisite: satisfactory standing as a candidate for senior honors (3.5 cumulative GPA) and permission of thesis director.

Credit 3 units.

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**L98 AMCS 401. Race, Sex, and Sexuality: Concepts of Identity**

Same as WGSS 403

Credit 3 units. A&S: SS, SD BU: BA FA: SSP

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**L98 AMCS 4010. Pluralism, Liberalism, and Education**

Same as Pol Sci 4010

Credit 3 units. A&S: SS

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**L98 AMCS 4011. Independent Study**

Independent study with an AMCS-affiliated faculty. All proposals for study must be submitted for review and approved by the AMCS adviser. See the AMCS web site for the appropriate form. By permission of instructor.

Credit variable, maximum 3 units.

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**L98 AMCS 4023. Models of Social Science**

What distinguishes the social sciences from the natural sciences? What goals and assumptions do they share? Does studying "humans" with free will pose any problems for applying the methods of the natural sciences to the study of society? How do various social sciences-in particular anthropology, economics, and political science-differ from one another? And where did the social sciences (both the disciplines and the conceptual issues) come from historically? These are the animating questions of this course. This class explores these questions in historical and contemporary perspective, as they relate to the rise of the social sciences as a set of academic disciplines. We set out the theoretical structure of the scientific method, paying particularly close attention to the relationships between theory and evidence, inference and hypotheses. Next we consider four problems and methods of the social sciences. These include questions of (1) treating human beings as a rational actors; (2) attributing causal forces other than a person's own will to human behavior; (3) empirical observations and inference; and (4) the role of interpretation. In all four cases, we are interested in asking: Toward what solutions have these problems lead social scientists, and what other sets of difficulties do their solutions raise? We also pay particularly close attention to the role that concepts play in social analysis.

Credit 3 units. A&S: SS

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**L98 AMCS 403. Culture and History of the Southwestern United States**

Same as Anthro 403

Credit 3 units. A&S: SS, CD FA: SSP

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**L98 AMCS 4030. Political Theory of Education**

Same as Pol Sci 4030

Credit 3 units. A&S: SS BU: ETH

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**L98 AMCS 4051. Political Representation**

Same as Pol Sci 4050

Credit 3 units. A&S: SS BU: ETH

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**L98 AMCS 407. Democracy and the Rhetorical Society**

The growth of democracy around the world has placed renewed focus on the practice of democracy and the conditions under which democracy can work effectively as a method of cooperation and decision-making. In this seminar we step back and reflect on what it means to communicate, interact, and govern together in a democratic society. With special emphasis on the role of rhetoric in democratic practice, we study a variety of classic and contemporary texts to see what is at stake in making democracy work in the 20th century.

Credit 3 units. A&S: TH

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**L98 AMCS 4090. The Modernist Revolution in the Arts**

Same as Drama 409

Credit 3 units. A&S: LA

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**L98 AMCS 4101. Metropolitan Finance**

Same as URST 4101

Credit 3 units. A&S: SS

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**L98 AMCS 4135. Tobacco: History, Culture, Science, and Policy**

Same as Anthro 4135

Credit 3 units. A&S: SS

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**L98 AMCS 416. Rediscovering the Child Interdisciplinary Workshops in an Urban Elementary School**

This service-learning experience allows students to bring their knowledge and passion about their fields of study to elementary students at Compton-Drew Middle School in the city of St. Louis. Students spend the first half of the semester together in studio classes on campus to learn the creative process of synthesizing variables. They discuss readings and attend guest faculty lectures that expand their base of knowledge for designing curricular workshops for the children. Guest lectures include faculty from various disciplines throughout the University, as well as the principal of Compton-Drew. Each student works with the professor individually and in their team to design problem-solving, interdisciplinary workshops for first and second grades. During the second half of the semester, students move onsite to Compton-Drew School. This course seeks students from all disciplines and schools. CBTL course.

Credit 3 units. A&S: SS

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**L98 AMCS 4181. Studying the City: Approaches to Social Research**

Same as URST 418

Credit 3 units. A&S: SS

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**L98 AMCS 4209. New Media Literacy, Culture and Education**

Same as Educ 4211

Credit 3 units. A&S: SS

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**L98 AMCS 4210. A Tale of Two Cities: Urban Form and Society in Chicago and St. Louis**

This interdisciplinary course explores the changing forms of urban life in Chicago and St. Louis from the early 19th century through the present. Drawing on methods and sources employed by historians, geographers, planners, and designers, we trace the ways urban spaces were produced, used, adapted, destroyed, replaced, and invested with multiple meanings. We map the dynamic rela-

tionship between social life and the built environment, considering thematic links between topics including labor and housing, manufacturing and gender, public space and ethnic identity.

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

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**L98 AMCS 422. Plants and American People: Past and Present**

Same as Anthro 4213

Credit 3 units. A&S: SS FA: SSP

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**L98 AMCS 4231. Topics in American Literature I**

Same as E Lit 4231

Credit 3 units. A&S: TH FA: Lit

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**L98 AMCS 4232. Slavery and the American Imagination**

Same as E Lit 4232

Credit 3 units. A&S: TH FA: Lit

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**L98 AMCS 4241. Topics in American Literature II:**

Same as E Lit 424

Credit 3 units. A&S: TH FA: Lit

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**L98 AMCS 4242. Social Movements**

Same as Anthro 4242

Credit 3 units. A&S: SS, CD, SD FA: SSP

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**L98 AMCS 4243. The Plundered Past: Archaeology's Challenges in the Modern World**

Same as Anthro 4240

Credit 3 units. A&S: TH, CD

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**L98 AMCS 4244. Topics in African-American Literature: Texts and Contexts of the Harlem Renaissance**

Same as E Lit 4244

Credit 3 units. A&S: TH FA: Lit

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**L98 AMCS 4261. Politics of the Civil Rights Movement**

Same as Pol Sci 426

Credit 3 units. A&S: SS, SD FA: SSP

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**L98 AMCS 4262. Racialization, Engendering, and Articulation: Theories of Identity Formation**

Same as Anthro 4262

Credit 3 units. A&S: SS

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**L98 AMCS 4280. History of Urban Schooling in the United States**

Same as Educ 4280

Credit 3 units. A&S: TH

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**L98 AMCS 4288. Higher Education in American Culture**

Same as Educ 4288

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L98 AMCS 4289. Neighborhoods, Schools, and Social Inequality**

Same as Educ 4289

Credit 3 units. A&S: SS

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**L98 AMCS 4291. The American Renaissance**

Same as E Lit 426

Credit 3 units. A&S: TH FA: Lit

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**L98 AMCS 4301. American Literature from 1855-1921**

Same as E Lit 429

Credit 3 units. A&S: TH FA: Lit

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**L98 AMCS 431. Modernism and Post Modernism in American Literature**

Same as E Lit 428

Credit 3 units. A&S: TH FA: Lit

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**L98 AMCS 4315. Culture, Language, and the Education of Black Students**

Same as Educ 4315

Credit 3 units. A&S: SS, CD FA: SSP

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**L98 AMCS 4340. Topics in Drama: 19th Century American Drama**

Same as E Lit 434

Credit 3 units. A&S: TH FA: Lit

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**L98 AMCS 4363. Sex, Gender, and Power**

Same as Anthro 4363

Credit 3 units. A&S: SS

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**L98 AMCS 4392. Capitalism and Culture: New Perspectives in Economic Anthropology**

Same as Anthro 4392

Credit 3 units. A&S: SS, SD

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**L98 AMCS 441. In the Field: Ethnographic and Qualitative Methods**

This course provides an introduction to ethnographic and qualitative research. Ethnography is the study of culture and social organization primarily through participant observation and interviewing. Ethnographic research provides descriptive and interpretative analyses of the routine practices of everyday life. Ethnographic accounts represent different ways people live and make sense of their experiences and describe the types of social organization (for example, gender relations, class systems, racial divisions, or cultural contexts) that, in part, serve to structure or pattern social behavior. Students conduct a small-scale qualitative research project, and in the process they gain skills in various qual-

itative research methods. This course is suitable for both undergraduate and graduate students. One purpose of the course is to help students plan for subsequent thesis research, independent study projects, or dissertation research.

Credit 3 units. A&S: SS

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**L98 AMCS 442. Oil Wars: America and the Cultural Politics of Global Energy**

This seminar explores the historical, cultural, and political relationship between America and global energy, focusing specifically on oil and natural gas. Our central objective is to examine how oil and natural gas shape our own lives and entangle us in the cultural, political, and economic lives of the rest of the world. We ask what anthropological and social science approaches might contribute to our understanding of a situation that has become, in most popular terms, a national "crisis" of global dimensions.

Credit 3 units. A&S: SS

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**L98 AMCS 444. Seminar**

Same as Drama 445

Credit 3 units. A&S: LA

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**L98 AMCS 450. 9/11 and the War on Terror in U.S. Culture**

The terrorist attacks of September 11, 2001 stand as the defining moment for United States foreign policy and, perhaps more generally, United States culture in the past decade. This course examines how these attacks and the subsequent wars in Iraq and Afghanistan have been represented in recent U.S. culture. Our discussions take seriously the premise that cultural texts do not simply reflect extant cultural ideas but rather play a critical role in the discursive production of competing ideas about events, their cultural significance, and their political import. We interrogate how a range of texts that includes memoir, film, fiction, memorial practices, government documents, music, and media accounts have participated in shaping cultural ideas regarding not only the events of September 11 and the United States' political, military, and cultural response to them but also debates over larger questions of race, gender, citizenship, patriotism, and the United States' role in global affairs.

Credit 3 units. A&S: TH

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**L98 AMCS 4501. American Drama**

Same as Drama 453

Credit 3 units. A&S: TH FA: Lit

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**L98 AMCS 4510. American Television Genres**

Same as Film 451

Credit 3 units. A&S: TH BU: BA

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**L98 AMCS 452. Race, Ethnicity, and Culture: Qualitative Inquiry in Urban Education**

Same as AFAS 4511

Credit 3 units. A&S: SS, SD BU: BA

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**L98 AMCS 4520. Industrial Organization**

Same as Econ 452

Credit 3 units. A&S: SS FA: SSP

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**L98 AMCS 4521. Immigration, Identity, and New Technology**

Same as IAS 452

Credit 3 units. A&S: SS, SD

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**L98 AMCS 4522. Topics in American Politics: The Voting, Campaigns, and Elections**

Same as Pol Sci 4522

Credit 3 units. A&S: SS FA: SSP

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**L98 AMCS 453. Sociology of Education**

Same as Educ 453B

Credit 3 units. A&S: SS, SD BU: BA, ETH, HUM, IS FA: SSP

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**L98 AMCS 454. Environmental Policy**

Same as Econ 451

Credit 3 units. A&S: SS BU: BA, ETH FA: SSP

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**L98 AMCS 4551. Seminar in Political Economy**

Same as Pol Sci 4551

Credit 3 units. A&S: SS

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**L98 AMCS 456. Topics in American Politics: Supreme Court**

Same as Pol Sci 451

Credit 3 units. A&S: SS FA: SSP

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**L98 AMCS 4563. Business, Government, and the Public**

Same as Econ 456

Credit 3 units. A&S: SS, QA FA: SSP

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**L98 AMCS 457. American Film Genres**

Same as Film 450

Credit 3 units. A&S: TH FA: Lit

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**L98 AMCS 4584. Contemporary American Fiction**

Same as E Lit 4584

Credit 3 units. A&S: TH

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**L98 AMCS 4591. Philosophies of Education**

Same as Educ 459F

Credit 3 units. A&S: TH BU: ETH FA: SSP

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**L98 AMCS 460. Urban Economics**

Same as Econ 460

Credit 3 units. A&S: SS FA: SSP

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**L98 AMCS 4608. Education of Black Children and Youth in the United States**

Same as Educ 4608

Credit 3 units. A&S: TH, SD, WI FA: SSP

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**L98 AMCS 461B. The Construction and Experience of Black Adolescence**

Same as AFAS 461B

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L98 AMCS 462. Politics of Education**

Same as Educ 462

Credit 3 units. A&S: SS FA: SSP

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**L98 AMCS 4620. Topics in English Literature II**

Same as E Lit 462

Credit 3 units. A&S: TH, SD FA: Lit

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**L98 AMCS 4621. The Political Economy of Urban Education**

Same as Educ 4621

Credit 3 units. A&S: SS, CD

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**L98 AMCS 472. American Art and Culture, 1945-1960**

Same as Art-Arch 4721

Credit 3 units. A&S: TH

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**L98 AMCS 4735. Modeling the Second World War**

Same as History 4735

Credit 3 units. A&S: TH

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**L98 AMCS 474. Americans and Their Presidents**

How have Americans understood what it means to be President of the United States? This seminar uses that question as a point of departure for a multidisciplinary cultural approach to the presidency in the United States, examining the shifting roles of the chief executive from George Washington through Barack Obama. In addition to a consideration of the President's political and policy-making roles, this course examines how the lived experiences of presidents have informed the ways Americans have conceived of public and private life within a broader political culture. In the process, this course uses the presidency as a means to explore topics ranging from electioneering to gender, foreign policy to popular media. Readings are drawn from a broad range of fields.

Credit 3 units. A&S: TH

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**L98 AMCS 475. American Culture: Traditions, Methods, and Visions**

This course offers an introduction to the multidisciplinary study of American culture. The course aims to explore the means of relating or integrating the historical, literary, art-historical, popular-culture, and social-scientific study of American life, and to explore

the problems inherent in this project. The course takes the form of an intensive seminar, requiring commitment to weekly readings, informed discussion, and critical writing.

Credit 3 units. A&S: TH, WI BU: BA

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**L98 AMCS 476. The City in American Arts and Popular Culture**

Same as Art-Arch 475

Credit 3 units. A&S: TH FA: AH

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**L98 AMCS 4785. Art and Culture in 1920's America**

Same as Art-Arch 4785

Credit 3 units. A&S: TH

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**L98 AMCS 4792. Globalization and National Politics**

Same as Pol Sci 4792

Credit 3 units. A&S: SS FA: SSP

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**L98 AMCS 4803. Geographic Information Systems (GIS), Landscape, and Spatial Analysis in Archaeology**

Same as Anthro 4803

Credit 3 units. A&S: SS

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**L98 AMCS 481. History of Education in the United States**

Same as Educ 481

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L98 AMCS 482. Reading America: Henry Adams and the Study of American Culture**

No other American has had opportunity to observe the United States from the vantage point enjoyed by Henry Adams, and few have taken up the challenge of understanding and explaining their country with more diligence. From the winter of secession preceding Lincoln's inauguration to the height of the progressive era, Adams was both an amused observer and a disciplined historian. In political essays, lengthy histories, novels, and an extraordinary autobiography, this great grandson and grandson of presidents explored the tension between the one in the many in America's political and cultural life as well as in the character of Americans. In this course we examine, in addition to Adams' portrayal of America, his methodological experimentation both as an historian and as a student of culture.

Credit 3 units. A&S: TH

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**L98 AMCS 4834. Health, Healing, and Ethics: Comparative Perspectives on Sickness and Society**

Same as Anthro 4834

Credit 3 units. A&S: SS

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**L98 AMCS 4851. Topics in American Jewish Studies**

Same as JNE 4851

Credit 3 units. A&S: TH

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**L98 AMCS 4899. Seminar: Pathways to Domestication**

Same as Anthro 489

Credit 3 units. A&S: SS FA: SSP

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**L98 AMCS 4908. Advanced Seminar: Women in the History of Higher Education and Professions**

Same as Educ 440

Credit 3 units. A&S: TH, SD FA: SSP

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**L98 AMCS 4946. "The Federalist" Papers - Ideas and Politics in the Creation of the American Republic**

Same as History 4946

Credit 4 units. A&S: TH FA: SSP

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**L98 AMCS 4982. Public Art: History, Practice, Theory**

Same as Art-Arch 4982

Credit 3 units. A&S: TH

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**L98 AMCS 4984. The Problem of New World Freedom: The Age of Democratic Revolution in the U.S. and the Americas**

Same as History 4984

Credit 4 units. A&S: TH, SD

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**L98 AMCS 4987. Advanced Seminar: Antislavery: The Legal Assault on Slavery in St. Louis**

Same as History 4987

Credit 4 units. A&S: TH, SD

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**L98 AMCS 4995. The Dred Scot Case and Its Legacy after 150 Years**

Same as History 4995

Credit 4 units. A&S: TH

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<http://artsci.wustl.edu/amcs/>



## Arts & Sciences: 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 Anthropology Department 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; geoarchaeology; geographic information systems (GIS); and African prehistory.
- Biological anthropology faculty focus on the evolution of humans and on the ecology, behavior, and evolution of nonhuman primates.
- Sociocultural faculty conduct research on a wide range of topics, including states, societies, and beliefs; political ecology, demography, fertility, and population; sociolinguistics; culture and health; bodies, gender, and sexuality; science and technology, mind and cognition; and religion and politics.

### Chair

#### **T. R. Kidder**

Professor

Ph.D., Harvard University

### Endowed Professors

#### **John Baugh**

Margaret Bush Wilson Professor in Arts & Sciences

Ph.D., University of Pennsylvania

(African and African-American Studies)

#### **John R. Bowen**

Dunbar–Van Cleve Professor in Arts & Sciences

Ph.D., University of Chicago

#### **Pascal R. Boyer**

Henry Luce Professor of Collective and Individual Memory

Ph.D., University of Paris–Nanterre

#### **Richard J. Smith**

Ralph E. Morrow Distinguished University Professor

Ph.D., Yale University

#### **Erik Trinkaus**

Mary Tileston Hemenway Professor in Arts & Sciences

Ph.D., University of Pennsylvania

#### **James V. Wertsch**

Marshall S. Snow Professor in Arts & Sciences

Ph.D., University of Chicago

### Professors

#### **Lois Beck**

Ph.D., University of Chicago

#### **David L. Browman**

Ph.D., Harvard University

#### **Robert L. Canfield**

Ph.D., University of Michigan

#### **James M. Cheverud**

Ph.D., University of Wisconsin–Madison

#### **Glenn C. Conroy**

Ph.D., Yale University

#### **David Freidel**

Ph.D., Harvard University

#### **Gayle J. Fritz**

Ph.D., University of North Carolina–Chapel Hill

#### **Fiona Marshall**

Ph.D., University of California–Berkeley

#### **Jane Phillips-Conroy**

Ph.D., New York University

#### **D. Tab Rasmussen**

Ph.D., Duke University

#### **Carolyn Sargent**

Ph.D., Michigan State University

#### **Glenn D. Stone**

Ph.D., University of Arizona

#### **Robert W. Sussman**

Ph.D., Duke University

**L. Lewis Wall**

M.D., University of Kansas

**Associate Professors****Geoff Childs**

Ph.D., Indiana University

**Bret D. Gustafson**

Ph.D., Harvard University

**Rebecca J. Lester**

Ph.D., University of California–San Diego

**Shanti A. Parikh**

Ph.D., Yale University

**Bradley P. Stoner**

M.D., Ph.D., Indiana University

**Assistant Professors****Peter Benson**

Ph.D., Harvard University

**Michael Frachetti**

Ph.D., University of Pennsylvania

**Derek Pardue**

Ph.D., University of Illinois at Urbana–Champaign

**Herman Pontzer**

Ph.D., Harvard University

**Crickette Sanz**

Ph.D., Washington University in St. Louis

**Priscilla Song**

Ph.D., Harvard University

**Adjunct Associate Professors****Carolyn Lesorogol**

Ph.D., Washington University in St. Louis

**M. Priscilla Stone**

Ph.D., University of Arizona

**Senior Lecturer****John Kelly**

Ph.D., University of Wisconsin–Madison

**Lecturer****Darla Dale**

Ph.D., Washington University in St. Louis

**Professors Emeriti****Pedro C. Cavalcanti**

Ph.D., University of Warsaw

**Stephen Molnar**

Ph.D., University of California–Santa Barbara

**G. Edward Montgomery**

Ph.D., Columbia University

**Patty Jo Watson**

Edward Mallinckrodt Distinguished University Professor Emerita

Ph.D., University of Chicago

**Murray Wax**

Ph.D., University of Chicago

**The Major in Anthropology**

**Total units required:** 28 units

**Required courses:** 10 units

Anthro 150A. Introduction to Human Evolution

Anthro 160B. Introduction to Cultural Anthropology

Anthro 190B. Introduction to Archaeology

Anthro 397. Proseminar

**Elective Courses:** 18 advanced units

Elective courses must be 300 level or higher, including 9 units at the 400 level

**Additional Information**

**Internships:** Anthropology majors can gain preprofessional experience and earn up to 3 units of credit by taking part in supervised internships in businesses, cultural institutions, and community agencies. Students must have department approval for an internship and must work with an anthropology faculty sponsor during the fall or spring semesters.

**Research:** Many anthropology courses include research components and final projects. Majors also can take part in research and gain credit through approved independent study with faculty who have ongoing research projects. Research opportunities in anthropology labs include projects in archaeology, paleoethnobotany, geoarchaeology, zooarchaeology, genetic studies, GIS, human biomechanics, human osteology, human ecology, and primate studies.

**Senior Honors:** Students who wish to conduct a research project for Latin Honors and who have the minimum GPA of 3.5 and the approval of a faculty adviser may be enrolled in the honors program. Latin Honors involves both demonstration of acquired knowledge (based in part on GPA) and a report on an original research project. Two courses, Anthropology 4951 and Anthropology 4961, are available to allow students to receive credit for the extra research involved in the honors thesis. Students may count one of these courses toward their 400-level course requirement for the major.

**Study Abroad:** The department recognizes and accepts courses from a number of semester or year abroad programs. Specific information on study abroad policies is available on the Anthropology Department website at <http://anthropology.arts.wustl.edu/> or by consultation with the Study Abroad Coordinator.

**Transfer Credit:** Students who wish to transfer credits from other institutions, including those abroad, must have approval from the Curriculum Coordinator.

## The Minor in Anthropology

**Units required:** 18

### Required courses:

Minimally, two of the three courses; recommended that all three be taken:

Anthro 150A. Introduction to Human Evolution  
Anthro 160B. Introduction to Cultural Anthropology  
Anthro 190B. Introduction to Archaeology

### Elective courses:

12 additional units, at least 9 of which must be at the 300 level or above approved by the department's minor adviser. It is strongly recommended that at least two of the disciplines be represented by upper-division course work.

### L48 Anthro 101. St. Louis 101: Life in a Global City

This course is for incoming freshmen in the January Program only. This seminar introduces students to St. Louis through exploration of various facets of city life. The course also introduces different ways of asking questions about and interpreting urban issues (from history, anthropology, architecture, political science, and economics). We consider how we might "engage" the city as students, researchers, and citizens. The course includes lectures, discussion, readings, field trips, and visits with public figures and local experts. Topics include history, identity, education, popular culture, religion, immigration, sports, urban and regional development, and city-region politics.

Credit 3 units. A&S: SS, SD BU: BA FA: SSP

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### L48 Anthro 130. Fresh Sem: The Ritual Landscape of Cahokia: Perspectives on the Politics of Religion & Chiefly Power

The purpose of this class is to engage and challenge freshman students in an open discussion about the prehistoric Mississippian community of Cahokia. The focus of this course is two-fold. The first is to study the way in which the archaeological evidence has been interpreted. The second is to examine other perspectives on Cahokia, especially from the Native American descendants who consecrated this landscape nearly a millennium ago. An underlying tenet of this seminar in understanding Cahokia also can be achieved through the traditions and literature of Native Americans. In the end we want to understand the basis for Cahokia's organization as a prehistoric Native American community, and the role that ritual and religion played in the rather dramatic and dynamic history of this community and the surrounding region.

Credit 3 units. A&S: SS BU: HUM FA: SSP

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### L48 Anthro 141. Medicine and Society

This course provides the basic foundation in medical anthropology and cultural anthropology for students enrolled in the Medicine and Society Program. The purpose of the course is to introduce students to the central themes and theoretical approaches employed by medical anthropologists to study health and illness in cross-cultural perspective. Topical areas include analyses of disease, illness and sickness at micro and macro levels; impact of personal and interpersonal factors on health; health effects of social, political, and economic factors; relationship of anthropology to biological and social science approaches; ecology of health and development; and cross-cultural health studies of language, gender, and race/ethnicity. Note: Content for this course overlaps with and replaces Anthro 160 for students enrolled in the Medicine and Society Program. Open only to students enrolled in the Medicine and Society Program. CBTL course.

Credit 3 units. A&S: SS, CD BU: BA FA: SSP

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### L48 Anthro 142. Medicine and Society

This course is the required second-semester sequence of the introduction to medical anthropology and cultural anthropology for students enrolled in the Medicine and Society Program. The course builds upon material introduced in Anthro 141, and provides greater ethnographic context for the cross-cultural study of health and illness. Topical areas include analyses of disease, illness and sickness at micro and macro levels; impact of personal and interpersonal factors on health; health effects of social, political, and economic factors; relationship of anthropology to biological and social sciences approaches; ecology of health and development; and cross-cultural health studies of language, gender, and race/ethnicity. CBTL course.

Credit 3 units. A&S: SS, CD, SD BU: BA FA: SSP

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**L48 Anthro 150A. Introduction to Human Evolution**

A survey of the fossil evidence for human evolution. The course includes discussion of the genetics of human variation and evolution, the study of living non-human primates, and the fossil record and its interpretation. An evolutionary perspective is used in an attempt to understand modern humans from the naturalistic point of view.

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L48 Anthro 160B. Intro to Cultural Anthropology**

The basic concepts and theoretical principles of sociocultural anthropology. Case material from Asia, Africa, Melanesia, Latin America, and North America.

Credit 3 units. A&S: SS, CD, SD BU: BA, HUM FA: SSP

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**L48 Anthro 167. Global Population Issues**

The objective of this course is to provide students with a broad overview of global population growth and its sociocultural, political, and economic ramifications. Prerequisite: open to January Scholars Program students only.

Credit 3 units. A&S: SS BU: IS

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**L48 Anthro 168. Hurricane Katrina: A Case Study in Disaster and American Society**

This course examines the historical, societal, cultural, environmental, and political issues raised by the Hurricane Katrina disaster. Through exploration of scholarship from multiple disciplines, the course seeks to understand the complex issues of the disaster itself, as well as ongoing relief and rebuilding in the affected area.

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L48 Anthro 170D. Introduction to Linguistics**

Same as Ling 170D

Credit 3 units. A&S: LA BU: BA, HUM

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**L48 Anthro 190B. Introduction to Archaeology**

A survey of the history, theory, and methods of archaeology. An emphasis on important problems and discoveries in world prehistory.

Credit 3 units. A&S: SS BU: BA FA: AH

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**L48 Anthro 204B. Anthropology and the Modern World**

What cultural anthropologists are learning about major issues of our time: cultures facing destruction, communal societies, sex roles, poverty, political repression in the Third World-sharpening the study of our own culture.

Credit 3 units. A&S: SS, CD, SD BU: BA, ETH FA: SSP

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**L48 Anthro 209C. World Archaeology**

Same as ARC 200C

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

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**L48 Anthro 2151. Language, Culture and Society**

This course explores the relationships between linguistic practice and other social and cultural processes. Among the topics to be discussed are language and social identity, language and thought, language and gender, multilingualism and language shift as well as the connections between language and the identity of ethnically or nationally defined communities. The course format alternates between "classic" theoretical readings and ethnographic case studies on the interplay between linguistic practice and ideology as well as cultural and social processes.

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L48 Anthro 227. Topics in Native American Culture: The Native American Experience**

Same as AMCS 227

Credit 3 units. A&S: SS

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**L48 Anthro 260. Topics in Health and Community**

A survey of current topics in community health and medicine, with an emphasis upon social science approaches to issues affecting medicine and medical care in contemporary U.S. society. Issues include ethical debates in health care delivery, social stratification and health, access to health services, and factors affecting community wellness at local, national, and global levels. Presented as a weekly series of topical presentations by community health experts from the St. Louis area. Required for students enrolled in the Medicine and Society Program, and also is open to other interested students.

Credit 1 unit. A&S: SS

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**L48 Anthro 290. Independent Study**

Designed to give undergraduates research experience in the various subdisciplines of Anthropology. May be taken more than once for credit. Prerequisite: consent of the faculty member under whom the research is done.

Credit variable, maximum 3 units.

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**L48 Anthro 300. Internships in Anthropology**

Anthropology majors may acquire professional experience outside the classroom by participating in a faculty-sponsored internship. Before work begins, the student and faculty sponsor must agree on a final written project, which is then approved by the Anthropology Academic Coordinator. Students are evaluated by the faculty sponsor on the basis of the written project and input from the internship supervisor. Course may be taken only one time. Prerequisite: 9 hours of anthropology and permission of department.

Credit 3 units.

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**L48 Anthro 3051. Anthropology of Tibet and the Himalayas**

This course is an anthropological and historical examination of Tibetan societies inhabiting the Tibetan Plateau and the highlands of Nepal. In addition to providing basic ethnographic descriptions of Tibetan societies, the course explores the changing nature of relations between Tibet and China, and between Tibet and the West. Guiding concepts include adaptation (both social and ecological), the politics of ethnicity and identity, and processes of culture change.

Credit 3 units. A&S: SS BU: IS

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**L48 Anthro 3053. Nomadic Strategies and Extreme Ecologies**

This course explores the archaeology and anthropology of nomadic pastoral societies in light of their ecological, political, and cultural strategies and adaptation to extreme environments (deserts, mountains, the arctic). The aim of the course is to understand both the early development of pastoral ways of life and how nomads have had an essential role in the formation and transfer of culture, language, and power from prehistoric time to the current era.

Credit 3 units. A&S: SS BU: BA, IS FA: SSP

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**L48 Anthro 3055. Contemporary Chinese Culture and Society**

This course provides an introduction to emerging trends in Chinese culture and society. We explore processes of change and continuity in the People's Republic, examining the complexity of social issues and the dynamics of cultural unity and diversity. While we focus on the post-Mao reform era (1978 to the present), we consider how contemporary developments draw upon the legacies of the Maoist revolution as well as the pre-socialist past. The course provides an overview of anthropological approaches to the study of contemporary China, introducing students to key concepts, theories, and frameworks integral to the analysis of Chinese culture and society. Readings, lectures, and discussions highlight not only macro-level processes of social change and continuity but also the everyday experiences of individuals involved in these processes. We pay particular attention to issues of family life, institutional culture, migration, religion, ethnicity, gender, consumption, and globalization.

Credit 3 units. A&S: SS, SD

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**L48 Anthro 305B. Greater Central Asia in Crisis**

This course focuses on contemporary issues in the ex-Soviet republics of Central Asia and Iran, Afghanistan, and Pakistan, but it also includes extensive reading on the social history of the region, in order to enable understanding of the social dynamics at work.

Credit 3 units. A&S: SS, CD BU: BA, IS FA: SSP

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**L48 Anthro 306B. Africa: Peoples and Cultures**

An anthropological survey of Africa from the classic ethnographies to contemporary studies of development. Emphasis on the numerous social and economic changes African peoples have experienced from pre-colonial times to the present.

Credit 3 units. A&S: SS, CD BU: HUM, IS FA: SSP

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**L48 Anthro 307A. Human Variation**

A survey of human biological diversity, considering its adaptive and taxonomic significance from the perspective of origins and distribution of traits and adaptation. Prerequisite: Anthro 150A or introductory biology.

Credit 3 units. A&S: NS, SD, QA BU: SCI FA: NSM

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**L48 Anthro 3092. Indigenous Peoples and Movements in Latin America**

An overview of Amerindian peoples, cultures, and contemporary sociopolitical movements in core indigenous regions of Latin America (the Maya highlands of Mexico and Guatemala, and the Andes, Chaco, and Amazon of South America). Expressions of indigenous cultural, linguistic, and social difference are considered in relation to histories of European colonialism and modern Latin American nation-building. Emphasis is placed on current dimensions of indigenous demands for territorial, political, and cultural rights in the context of global economic development, natural resource exploitation, military violence, and legal recognition of ethnic pluralism in some Latin American nation-states.

Credit 3 units. A&S: SS, CD, SD BU: ETH

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**L48 Anthro 310C. Ancient Civilizations of the New World**

An examination of the Inca empire in Peru, and the Maya and Aztec empires in Mexico through the inquiry into the roots, development, form, and evolutionary history of pre-Colombian civilization in each region from its earliest times to the rise of the classic kingdoms. Examples of respective artistic accomplishments are presented and discussed.

Credit 3 units. A&S: TH, CD BU: HUM FA: AH

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**L48 Anthro 3122. From Country to Heavy Metal: Ancient Civilizations of the Old World**

This course explores the archaeology of Europe, the Near East, and Central Asia from approximately 10,000 years ago to classical times (ending before Ancient Greece). This prehistoric epoch saw major developments among various civilizations of the Old World, such as the introduction of agriculture, animal domestication, the growth of cities, and technological developments such as pottery, metallurgy, and horse-riding. A major focus is the trajectory of cultural innovations of regional populations through time, and the complexity of their social, political, and ritual practices. We also investigate the variation in human adaptive strategies to various environmental and social contexts, from hunter-gatherers



to early Neolithic farmers, to the interactions between nomadic populations and larger scale, urban societies in the Bronze and Iron Ages.

Credit 3 units. A&S: SS BU: IS

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**L48 Anthro 314B. First Americans: Prehistory of North America**

The predecessors of the Eskimo, Northwest Coast Indians, Pueblo mound builders, and other North American Indians. Concentrates on deductions from archaeological data for cultural development.

Credit 3 units. A&S: SS, CD BU: BA FA: SSP

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**L48 Anthro 3154. Indian Barbie, Asian Tigers and IT Dreams: Politics of Globalization and Development in South Asia**

Same as IAS 315

Credit 3 units. A&S: SS, CD, SD BU: IS

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**L48 Anthro 3182. Ancient Africa: Social Mosaics and Environmental Challenges**

This class introduces students to the basics of the archaeological record of humans in Africa from 3.6 million years ago to 1000 years ago. The first third of the course focuses on early humans, the origins of meat eating, expansion of diet and cuisine, technical and cultural responses to changing environments. The second section of the course emphasizes African rock art, socioeconomic variability among hunter-gatherers, the origins of African pastoralism, mobile responses to climate change and African contributions to world food supply including domestication of sorghum, also coffee. The last third of the course is devoted to the complex urban societies of ancient Africa, Egypt, Axum, Great Zimbabwe, and Jenne Jenne. Course format is lecture and discussion. There are two mid-terms and students are expected to participate in interactive stone tool use, rock art creation, and discussion of ethnographic and archaeological data on pastoral decision-making in times of drought and war and of issues surrounding the purchase of African antiquities and conservation of cultural heritage.

Credit 3 units. A&S: SS, CD

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**L48 Anthro 318C. The Prehistory of Africa**

An overview of cultural development in Africa from approximately two million years ago until about 1000 ad; focus on research and interpretive problems in a case-study approach to periods ranging from the earliest archaeological traces to the spread of Bantu languages.

Credit 3 units. A&S: SS, CD BU: BA, HUM, IS FA: SSP

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**L48 Anthro 3201. Gender, Culture, and Madness**

This course explores the relationships among gender constructs, cultural values, and definitions of mental health and illness. Understandings of the proper roles, sensibilities, emotions, and dispositions of women and men are often culturally and morally loaded as indicators of the "proper" selves permitted in a given context.

Across cultures, then, gender often becomes an expressive idiom for the relative health of the self. Gender identities or presentations that run counter to these conventions are frequently identified as disordered and in need of fixing. In this course, we take up these issues through three fundamental themes: the social and cultural (re)production of gendered bodies and dispositions; the normalization of these productions and the subsequent location of "madness" in divergent or dissonant experiences of embodiment; and the situation of discourses of "madness" within debates of resistance and conformity, selfhood and agency. Prerequisite: junior standing or permission of instructor.

Credit 3 units. A&S: SS, SD BU: BA, ETH

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**L48 Anthro 3206. Global Gender Issues**

Same as WGSS 3206

Credit 3 units. A&S: SS, CD

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**L48 Anthro 3254. Vote for Pedro: A Critical Look at Youth and Popular Cultures**

Over the past decade, anthropologists have become increasingly wary of the importance of youth and popular cultures as a powerful field where people not only express themselves but also influence some of the basic tenets of society. While "pop life" is not exclusive to youth groups in terms of production and distribution, young people are the majority of consumers. In this course, we examine popular Christianity in Brazil, Mexican street art, Japanese manga comics, American teenage fascination with the extraterrestrial, U.S. college sports fandom, various "white" hip-hop movements, alternative "girl" rock, and drug "cultures." These vibrant forms and practices are not homogenous, they vary across time and space. This course considers "the popular" in its broadest sense, giving us an opportunity to turn an anthropological lens onto the everyday life of teenagers and the seemingly flavor-of-the-month styles of the popular, while simultaneously opening up the discipline of cultural anthropology to appreciate the fast-paced montages and purposefully distorted sounds of consumerism and youth energy.

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L48 Anthro 3256. Religion and Politics in South Asia: Writing Intensive Seminar**

Same as History 38C8

Credit 3 units. A&S: TH, CD, WI

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**L48 Anthro 3260. Race, Class and Gender: Cultural Readings of Brazil and its Cities**

Same as IAS 3260

Credit 3 units. A&S: SS, SD BU: IS

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**L48 Anthro 3262. Medicinal Botany**

Same as Biol 3262

Credit 3 units. A&S: NS

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**L48 Anthro 3283. Introduction to Public Health**

This course provides a general introduction to the field of public health. It examines the philosophy, history, organization, functions, activities, and results of public health research and practice. Case studies include infectious and chronic diseases, mental health, maternal and reproductive health, food safety and nutrition, environmental health, and global public health. Students are encouraged to look at health issues from a systemic and population level perspective, and to think critically about health systems and problems, especially health disparities and health care delivery to diverse populations. No background in anthropology or public health is required.

Credit 3 units. A&S: SS BU: SCI

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**L48 Anthro 3284. Public Health Research and Practice**

In-depth exploration of current theory and methods involved in public health research and practical applications. Emphasis on fundamentals of epidemiology, which forms the scientific rationale for public health assessment, assurance, and policy development. Survey of current public health practice and research areas including biological foundations of public health, social and behavioral interventions, maternal-child health, and environmental health. Relationships among public health, medicine, nursing, social work, and related disciplines.

Credit 3 units. A&S: SS

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**L48 Anthro 3293. Religion and Society**

We take a broad and practice-oriented view of 'religion,' including uttering spells, sacrificing to a god, healing through spirit possession, as well as praying and reciting scripture. We consider religious practices in small-scale societies as well as those characteristic of forms of Judaism, Islam, Christianity, and other broadly-based religions. We give special attention to the ways religions shape politics, law, war, as well as everyday life in modern societies.

Credit 3 units. A&S: SS BU: ETH

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**L48 Anthro 329F. Religion, Ritual, and Worldview**

A survey of ideas and practices in both tribal and world religions with emphasis on key rituals, symbols and the place of religion in the modern world.

Credit 3 units. A&S: SS BU: BA, ETH, HUM FA: SSP

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**L48 Anthro 3304. Bones to Behavior: Undergraduate Research in the Lab and at the Zoo**

We undertake zooarchaeological study of equid skeletons in the zooarchaeology laboratory at Washington University, and in collaboration with the St. 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 on Mondays from 9-11:30 a.m. After spring break, or earlier if weather is above 40°F, we no longer meet in the lab, and each student spends 9-11 a.m. on two mornings of their choice per week at the St. Louis Zoo conducting observations of the wild ass. Students may choose two days, including Saturdays or Sundays, that fit their schedule. Permission of instructor is required.

Credit 3 units. A&S: NS BU: BA

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**L48 Anthro 3305. Bones to Behavior II**

In this class, students undertake zooarchaeological research on skeletal material in the zooarchaeology laboratory at Washington University and/or preparation of animal skeletons for comparative study and, in collaboration with the St. 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 12,000 to 2,000 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. Once the weather is above 40°F after spring break, we meet from 9-11 twice a week, Mondays and Wednesday/Friday in the laboratory or at the zoo. Location depends on projects selected for study. Permission of instructor is required. May be repeated for credit.

Credit 3 units. A&S: SS

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**L48 Anthro 3313. Women and Islam**

An anthropological study of the position of women in the contemporary Muslim world, with examples drawn primarily from the Middle East but also from Asia, Africa, Europe, and the United States. Students examine ethnographic, historical, and literary works, including those written by Muslim women. Topics having a major impact on the construction of gender include Islamic belief and ritual, modest dress (veiling), notions of marriage and the family, modernization, nationalism and the nation-state, politics and protest, legal reform, formal education, work, and Westernization. The course includes a visit to a St. Louis mosque, discussions with Muslim women, and films.

Credit 3 units. A&S: SS, CD BU: BA FA: SSP

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**L48 Anthro 3322. Brave New Crops**

This course introduces students to the major issues surrounding the development and use in genetically modified (GM) crops. Its focus is international, but with particular focus on the developing

world. A variety of experts, available locally or through the internet, contribute perspectives. The course also includes field trips. For further information, see [artsci.wustl.edu/~anthro/courses/3322](http://artsci.wustl.edu/~anthro/courses/3322).

Credit 3 units. A&S: SS BU: IS FA: NSM

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#### **L48 Anthro 3326. Modern Third World**

Most understandings of the Third World are embedded in a discourse that promotes development and/or tries to explain why the Third World is so poor. This seminar aims to circumvent this view. After an introduction to development and development theory, the course explores how landscapes and livelihoods interact with modernization, globalization, and the agrarian transition. Case study examples and topics to be discussed include household livelihoods, income strategies, informal housing, off-farm labor, cultural landscapes, and environmental transformations.

Credit 3 units. A&S: SS

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#### **L48 Anthro 333. Culture and Health**

A survey of cultural dimension in health, disease, wellness, illness, healing, curing, as seen in selected alternative medical traditions. Shamanism, Ayurveda, traditional Chinese medicine, homeopathy, chiropractic, and others are surveyed and compared with conventional biomedicine. Lectures, video case studies, approximately eight textbooks.

Credit 3 units. A&S: SS BU: BA FA: SSP

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#### **L48 Anthro 3351. The Ancient Maya: Archaeology and History**

This course focuses on the ancient Maya civilization because there are many exciting new breakthroughs in the study of the Maya. The Olmec civilization and the civilization of Teotihuacan in the Valley of Mexico are considered as they related to the rise and development of the Maya civilization. The ancient Maya were the only Pre-Columbian civilization to leave us a written record that we can use to understand their politics, religion, and history. This course is about Maya ancient history and Maya glyphic texts, combined with the images of Maya life from their many forms of art. The combination of glyphic texts, art, and archaeology now can provide a uniquely detailed reconstruction of ancient history in a New World civilization.

Credit 3 units. A&S: SS, CD

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#### **L48 Anthro 3369. Underwater Archaeology**

Same as ARC 3369

Credit 3 units. A&S: TH BU: HUM FA: SSP

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#### **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: SS BU: BA FA: SSP

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#### **L48 Anthro 3432. Topics in Africa: Capitalism, Exchange and Inequality in Africa**

Same as AFAS 343

Credit 3 units. A&S: SS, CD, SD

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#### **L48 Anthro 3433. Conflict and Post-Conflict Societies in Africa**

During the political elections in Kenya in 2007, massive civil unrest and violence erupted. It lasted for several months and was largely framed in terms of ethnic groups and borders. Indeed, many conflicts around the continent of Africa are regularly spoken of in terms of ethnicity and sometimes religion. While these issues are obviously part of contemporary conflicts, these situations are clearly more complex. It is the goal of this course to look at and unpack contemporary and recent conflicts around the continent to gain a more comprehensive understanding of the processes leading to large-scale conflict, to crisis management in these circumstances, and to the small- and large-scale processes of peace-building and community rebuilding efforts. In this course, we look at case studies around the continent (including Angola, Rwanda, Liberia, Mozambique, Sierra Leone, Somalia, Eritrea, South Africa, and Sudan among others), using anthropological and social scientific tools of analysis.

Credit 3 units. A&S: SS

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#### **L48 Anthro 3461. Native Americans at Westward Expansion**

Issues precipitated by Euro-American contact, colonization, and expansion between 1492 and 1810 across Eastern North America, the Plains, and the Rocky Mountains. Impacts of exploration and settlement and responses by native peoples: epidemics; population loss; breakdown of Southeastern chiefdoms; resistance; relocation; and shifts in economic strategies. Perspectives and policies of Native Americans as well as Europeans and non-Indian Americans, including Lewis and Clark.

Credit 3 units. A&S: SS, CD FA: SSP

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#### **L48 Anthro 3475. Fantastic Archaeology**

American popular culture is saturated with fictionalized and pseudoscientific accounts of archaeological discoveries and interpretations. Even respected newspapers and journals favor coverage of finds touted as "the earliest" of their kind, along with other studies bordering on the sensational. 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? 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.

Credit 3 units. A&S: SS BU: BA

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**L48 Anthro 347B. Ancient Mound Builders of the Mississippi Valley**

Study of the peoples in North America who built mounds and other earthen structures beginning more than 4000 years ago; why they erected earthworks; what the structures were used for; how they varied through time and across space; and what significance they had to members of society.

Credit 3 units. A&S: SS, CD BU: BA FA: SSP

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**L48 Anthro 361. Culture and Environment**

An introduction to the ecology of human culture, especially how "traditional" cultural ecosystems are organized and how they change with population density. Topics include foragers, slash and burn farming, intensive farming, warfare, population regulation, sexual division of labor.

Credit 3 units. A&S: SS BU: ETH FA: SSP

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**L48 Anthro 3612. Population and Society**

This review of population processes and their social ramifications begins with an introduction to the basic terminology, concepts, and methods of population studies, followed by a survey of human population trends through history. The course then investigates biological and social dimensions of marriage and childbearing, critically examines family planning policies, deals with the social impacts of epidemics and population 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.

Credit 3 units. A&S: SS BU: IS

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**L48 Anthro 362. The Biological Basis of Human Behavior**

Infidelity, marriage customs, inner city violence, infanticide, intelligence.. Are the behavioral patterns we see genetically fixed and racially variable? What is the evolutionary and biological basis of human behavior? This course offers a critical evaluation of these from an anthropological perspective.

Credit 3 units. A&S: NS, CD, SD BU: BA FA: NSM

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**L48 Anthro 3620. Anthropological Perspectives on the Fetus**

Where do we come from? How do we get here? When does "life" begin? Is the fetus a "person" or something else? How could we decide? This course integrates biological, medical, philosophical, and cross-cultural perspectives to examine how various societies (including our own) understand the nature of the human fetus. The course examines basic human embryology, beliefs about conception and fetal development, ideas about the moral status of the

fetus, controversies surrounding prenatal care and antenatal diagnostic testing (including sex selection and genetic screening tests), current controversies about fetal medicine and surgery, and the problem of abortion in cross-cultural perspective.

Credit 3 units. A&S: SS

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**L48 Anthro 3621. Anthropology of Human Birth**

This course examines the interaction between human biology and culture in relation to childbirth. Emphasis is placed on understanding the cultural challenges posed by the physiology of human reproduction, the ways various cultures have attempted to meet those challenges, and the resultant consequences that this has had for women's lives. The course draws on material from human anatomy and embryology, paleoanthropology, clinical obstetrics, public health, social anthropology, the history of medicine, and contemporary bioethics.

Credit 3 units. A&S: SS BU: ETH

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**L48 Anthro 3625. The Female Life-Cycle in Cross-Cultural Perspective**

This course examines the biology of the female reproductive cycle—menarche, menstruation, and menopause— and its cultural interpretation around the world. Topics covered include the embryology of human sexual differentiation; and 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 utilizes materials drawn from human biology, clinical gynecology, ethnography, social anthropology, and the history of medicine and examines the interplay between female reproductive biology and culture around the world.

Credit 3 units. A&S: NS BU: SCI

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**L48 Anthro 3656. Behavioral Ecology of the Great Apes**

This course introduces undergraduate students to the behavioral ecology of great apes. Lectures and readings provide an overview of the distribution, feeding ecology, social system, and behavior of African and Asian apes. The main objective of this class is to examine variation in behavioral ecology with and between ape species. The comparative content within each lecture gradually increases throughout the course, and students are asked to synthesize this material in their final exam. Readings mainly consist of book chapter assignments from three recent texts on the ecology, behavior, and geographic variation observed in great apes.

Credit 3 units. A&S: SS

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**L48 Anthro 3661. Primate Biology**

This course takes a multifaceted introductory approach to the primates, the closest relatives of human beings, by investigating anatomy, growth and development, reproduction, behavioral adaptations, ecology, geographic distribution, taxonomy, and

evolution. Emphasis is placed not only on the apes and monkeys, but also on the lesser-known lemurs, lorises, bushbabies, tarsiers, and many others. The importance of primate biology to the discipline of anthropology is discussed. Intended for students who have already taken Anthro 150A and recommended for students who wish to take the more advanced 400-level courses on primates. Prerequisite: Anthro 150A or permission of instructor.

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L48 Anthro 3662. Primate Conservation Biology**

This class focuses on the ecological diversity of primates and how these and other traits are related to their present day abundance and distribution. In addition, the biological, abiotic, and anthropogenic factors related to extinction risk are examined. It also reviews the endangered species of primates; case histories of conservation programs; and management practices in Asia, Africa, South America, and Madagascar. Prerequisites: Anthro 150 or Biol 2970, or permission of instructor.

Credit 3 units. A&S: NS BU: SCI

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**L48 Anthro 367. Paleoanthropology**

The prehistoric Pliocene and Pleistocene evidence for human emergence and evolution. The emphasis is on the human fossil record and its interpretation in functional and behavioral terms. This is placed in the context of the Paleolithic archaeological record and issues regarding the biological relationships between various human groups. Prerequisite: Anthro 150 or equivalent.

Credit 3 units. A&S: NS BU: SCI

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**L48 Anthro 3691. Kill Assessment: An Investigation into Death, Genocide, and other forms of Violence**

Is violence best understood as a set of "random acts" marginal to society? Or, do societies need violence to make culture systematic and hierarchy functional? This course is not about the psychology of individual pathology; rather, we think about violence as a potential category of culture. We address two major issues throughout this course. First, we discuss different types of violence: physical/material violence and symbolic violence. Second, we become familiar with ways that social groups turn violence into an aesthetic object and an artistic project. To accomplish our task, we take both an ethnographic and theoretical approach, so that we may better ground our understanding of violence in various people's everyday experiences as well as develop a broader, more complete idea of what violence entails. Specific readings include the following topics: U.S. and Brazilian hip-hop; Puerto Rican reggaeton; video games; contemporary Latin American plastic arts; U.S. hate crimes, rape, and other forms of domestic violence; violence "workers" in Latin America; genocides in Rwanda, Guatemala, and Armenia; drug lords in Rio de Janeiro, Los Angeles, and Mogadishu, Somalia; and the legality of lethal injections in capital punishment in the United States.

Credit 3 units. A&S: SS BU: BA

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**L48 Anthro 3700. The Works and Ideas of Great Anthropologists**

A survey of major theories and paradigms in anthropology; emphasis is on approaches taken by sociocultural anthropologists in analyzing and explaining features of societies and cultures, including evolutionary theories, comparative methods, interpretive approaches, and ecological accounts. Required of all majors. Students considering a junior year abroad should enroll sophomore year.

Credit 3 units. A&S: SS, CD BU: BA FA: SSP

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**L48 Anthro 3713. Values and the Art-Culture Machine**

Same as AMCS 3713

Credit 3 units. A&S: TH

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**L48 Anthro 372. Geoarchaeology**

Geoarchaeology involves the application of analytical techniques, concepts, and field methods from the earth sciences to help solve archaeological problems. Issues explored in this course include human and environmental processes involved in archaeological site formation; the sedimentary context of archaeological remains, soils and sediments relevant to archaeology; and the relationship between past settlement and landscape evolution, paleoclimatic reconstruction, human impacts on the environment, geological sourcing of artifact proveniences, and remote sensing of the physical environment. Several field trips to local archaeological/geological sites provide an opportunity to understand how geoarchaeology is applied to specific research problems.

Credit 3 units. A&S: SS

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**L48 Anthro 373. Introduction to GIS for Anthropologists**

Use of GIS is rapidly becoming standard practice in anthropological research. This course introduces students to the basic theories and techniques of GIS. Topics include the application of GIS in archaeological survey and ethnographic research, as well as marketing, transportation, demographics, and urban and regional planning. This course enables students to become familiar not only with GIS software such as ArcGIS but also the methodologies and tools used to collect and analyze spatial data.

Credit 3 units. A&S: SS

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**L48 Anthro 374. Social Landscapes in Global View**

From the beginning of the human campaign, societies have socialized the spaces and places where they live. This socialization comes in many forms, including the generation of sacred natural places (e.g., Mt. Fuji) to the construction of planned urban settings where culture is writ large in overt and subtle contexts. Over the past two decades or so, anthropologists, archaeologists, and geographers have developed a wide body of research concerning these socially constructed and perceived

settings—commonly known as "landscapes." This course takes a tour through time and across the globe to trace the formation of diverse social landscapes, starting in prehistoric times and ending in modern times. We cover various urban landscapes, rural landscapes, nomadic landscapes (and others), and the intersection of the natural environment, the built environments, and the symbolism that weaves them together. Chronologically, we range from 3000 bce to 2009 ce and we cover all the continents. This course also traces the intellectual history of the study of landscape as a social phenomenon, and investigates the current methods used to recover and describe social landscapes around the world and through time. Join in situating your own social map alongside the most famous and the most obscure landscapes of the world, and trace the global currents of your social landscape.

Credit 3 units. A&S: SS

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**L48 Anthro 3773. Culture and Society in East Asia**

This course presents an overview of cultures and contemporary social/political changes in East Asia. In Western society, East Asia often has been viewed as a place of enduring cultural identities, but it also has been a region of one of the world's most dynamic and rapid transformations. In this course, we examine both the continuity and change of cultural and social patterns in this region. Students compare anthropological and ethnographic studies of the Peoples' Republic of China, Taiwan, South Korea, and Japan, supplemented by selected research from sociology, history, and political science. The course focuses on specific areas of cultural and social change in each society, including kinship and family; gender; ethnicity; economic and political development; and health and social policy.

Credit 3 units. A&S: SS

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**L48 Anthro 379. Feast or Famine: Archaeology and Climate Change**

This course examines the temporal, geographical, and environmental aspects of past climate changes, and by using specific examples, explores how climate changes may have affected the evolution of human culture and the course of human history. Archaeological and documentary examples from the Americas, Africa, Asia, Europe, and the Near East are used to explore if or how significant events in human history have been influenced by changes in climate.

Credit 3 units. A&S: SS

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**L48 Anthro 3793. Mississippi River Basin: Past, Present, and Future**

Interdisciplinary study of the past, present, and future of the Mississippi River Basin. Using lectures, guest presentations, and field trips, the course provides a broad overview of the important natural, historical, social, cultural, and environmental issues surrounding the Mississippi River and its tributaries. We encourage an understanding and appreciation of the river from a

holistic perspective. An emphasis in the course is on experiential learning, or out-of-classroom field trips, where students have the opportunity to see firsthand important issues related to the Mississippi River, its environment, culture, and the historic changes wrought upon the River and their effects. The class meets once a week; classes include some combination of lecture, presentations by guest speakers, or field trips. During spring break we take a field trip down the Mississippi River to the Gulf of Mexico (students are charged an extra fee for this field trip).

Credit 4 units. A&S: SS

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**L48 Anthro 3831. Reading the Scores: Understanding Brazilian Music through Social Categories**

Same as IAS 383

Credit 3 units. A&S: SS, WI BU: IS

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**L48 Anthro 3873. Human Energetics and Physiology**

A survey of human physiology with a focus on energetics. Introductory lectures focus on the importance of energetics in biology and evolution. We then explore basic human physiology, including growth and development; neurophysiology; respiration; digestion; locomotion; and reproduction, investigating both how these processes work and how they fit into the evolved human strategy for growth, survival, and reproduction. Prerequisite: Anthro 150A or permission of instructor.

Credit 3 units. A&S: NS

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**L48 Anthro 3874. International Public Health**

This course explores current topics in international public health using a case-study-based approach, emphasizing public health issues affecting low- and middle-income countries; introduction to the tools and methods of international public health research and programs; in-depth examination and critique of the roles of local and national governments, international agencies, and third-party donors in international public health work; and the contributions of anthropology to the international public health agenda.

Credit 3 units. A&S: SS

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**L48 Anthro 3875. Pharmaceutical Personhood**

This course examines sociocultural dimensions of pharmaceutical production and consumption in the contemporary world. Pharmaceuticals have brought remarkable promises. Their consumption also reflects various social inequalities and substantial transformations in human experience that demand critical attention. We examine the history and global reach of the pharmaceutical industry, the content of pharmaceutical advertising, and pharmaceutical use in the treatment of various kinds of illness, including common mental disorders, post-traumatic experience, chronic illness, eating disorders, and lifestyle disorders. Case studies are drawn from diverse societies. We also explore various angles of public criticism about the pharmaceutical industry. No background in anthropology is required.



Credit 3 units. A&S: SS

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#### **L48 Anthro 3882. Psychological Anthropology**

The objective of this course is to introduce students to the central topics and methods of psychological anthropology. Psychological anthropology is concerned with the interplay of psychology and culture on both the individual and group levels. We look cross-culturally at such topics as child and adolescent development; religious experience; illness and healing; self and identity, gender and sexuality; reasoning and symbolism; and psychopathology. This class draws upon a range of sources, including ethnographies, psychoanalytic theory, contemporary critical theory, and cross-cultural materials.

Credit 3 units. A&S: SS

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#### **L48 Anthro 393. Introduction to Archaeological Field Techniques**

Introduction to archaeological fieldwork. Includes a variety of techniques employed by archaeologists, the underlying purpose of excavations, and the manner in which they are used to explore past societies. Field mapping and testing an archaeological site near Cahokia Mounds links this project to ongoing excavations with other institutions and relates it to the "Redefining Cahokia" project.

Credit 3 units. A&S: SS FA: SSP

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#### **L48 Anthro 3932. An Introduction to Archaeological Site Survey**

The study and interpretation of the archaeological record begins in most instances with an archaeological survey. The purpose of this course is to provide students with an introductory level, hands-on experience to archaeological survey as practiced in eastern North America. This involves an introduction in the field to the various methods employed in the identification and mapping of archaeological sites. Students spend Saturdays in the field mapping and recording archaeological sites, including the mapping of monumental earthworks such as those at the prehistoric site of Cahokia or nearby mound centers.

Credit 3 units. A&S: SS EN: SS FA: SSP

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#### **L48 Anthro 397. Proseminar: Issues and Research in Anthropology**

Designed to introduce the student to current issues in Anthropology and to research being carried out by faculty. Topics vary each year. Each departmental member addresses issues in his/her particular specialty. Required of all majors; may be taken before declaring major, and may be taken by nonmajors.

Credit 1 unit. A&S: SS FA: SSP

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#### **L48 Anthro 399. Undergraduate Teaching Assistant**

Open to advanced undergraduates only. Usual duties of teaching assistant in laboratory or other selected courses. Prerequisite: permission of instructor.

Credit 3 units.

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#### **L48 Anthro 3999. Class Mentor**

Classroom instructional assistance through mentoring activities assigned by instructor. Limited to advanced undergraduates only. Permission of instructor required.

Credit variable, maximum 3 units. FA: SSP

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#### **L48 Anthro 401. Evolution of Non-Human Primates**

Discussion and analysis of primate evolution with emphasis on comparative and functional anatomy and primate paleontology. Prerequisite: permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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#### **L48 Anthro 4021. The Meaning of National Security in the 21st Century**

Same as IAS 402

Credit 3 units. A&S: SS

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#### **L48 Anthro 4022. Transnational Reproductive Health Issues: Meanings, Technologies, Practices**

Same as WGSS 402

Credit 3 units. A&S: SS, CD BU: BA

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#### **L48 Anthro 403. Culture and History of the Southwestern United States**

Origins and development of Zuni, Hopi, Navaho, and related peoples with reference to archaeological, ethnohistorical, and ethnographical data. Prerequisites: advanced undergraduate standing and Anthro 190B or 310C, graduate standing, or permission of instructor.

Credit 3 units. A&S: SS, CD FA: SSP

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#### **L48 Anthro 4041. Islam and Politics**

Blending history and ethnography, this course covers politics in the Islamic world in historical and contemporary times. Topics include history of Islam; uniformity and diversity in belief and practice (global patterns, local realities); revolution and social change; women and veiling; and the international dimensions of resurgent Islam. Geographical focus extends from Morocco to Indonesia; discussion of other Muslim communities (Bosnia, Chechnya, sub-Saharan Africa, United States) is included.

Credit 3 units. A&S: SS, CD BU: IS FA: SSP

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**L48 Anthro 4042. Islam Across Cultures**

In this seminar, we examine the variety of historical and contemporary ways of interpreting and practicing Islam, with special attention to issues of ritual, law and the state, and gender. Cases are drawn from Asia, Europe, Africa, and the Middle East, and students engage in fieldwork or library research projects.

Credit 3 units. A&S: SS, CD FA: SSP

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**L48 Anthro 4043. Greater Central Asia in Crisis**

This course focuses on contemporary issues in the ex-Soviet republics of Central Asia and Iran, Afghanistan, and Pakistan, but it includes extensive reading on the social history of the region, in order to enable understanding of the social dynamics at work. Besides the reading shared by the class, students read and write a report on additional monographs written about the region. Graduate students are required to make a presentation.

Credit 3 units. A&S: SS, CD

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**L48 Anthro 4044. The Politics of Secularism**

Secularism is broadly understood as the separation of religion and politics; the West is thought to be secular, the non-West (and especially the Muslim world) decidedly less so. This course asks what exactly secularism is by examining it both as a political doctrine and a practice of government. Some questions we consider include: What are the conceptual origins of the doctrine of "separation of church and state" on which most Western liberal democracies are based? What notion of religion is necessary for secular governance? What is the relationship of the secular to particular discourses of citizenship and practices of political rule? What forms of moral and political inclusion and exclusion does secularism enact? To answer these questions, we consider a series of historical and contemporary case studies, including the effects of colonial rule on religious and political life in South Asia; Jewish emancipation in Germany and France; secularism in France and the United States; and the recent emergence of and responses to Islamic movements in the Middle East and Europe.

Credit 3 units. A&S: SS

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**L48 Anthro 4045. Modern Civil Conflicts and Conflict Solutions**

This is an upper-level/graduate level version of Anthro 204B.

Credit 3 units. A&S: SS

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**L48 Anthro 406. Primate Ecology and Social Structure**

Survey of the ecology and individual and social behavior, adaptations, and interactions of the major groups of primates. Emphasis on studies designed to examine the relationships among ecology, morphophysiology, and behavior. Methods used in collecting data on primates in the field. Prerequisite: Anthro 150A or one 100-level biology course.

Credit 3 units. A&S: NS FA: NSM

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**L48 Anthro 4091. Sexuality, Gender, and Change in Africa**

Same as AFAS 409

Credit 3 units. A&S: SS, SD, WI FA: SSP

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**L48 Anthro 4112. Body and Flesh: Theorizing Embodiment**

This seminar explores a wide range of readings on "the body" as a site of theoretical analysis in social scientific and humanistic inquiry. Issues include: How do we think about the body as simultaneously material (flesh and bone) and constructed in and through social and political discourse? How do we think about the relationship between these contingent bodies and subjective experiences of "self" in various contexts? The course focuses upon the different ways in which these questions have been posed and engaged, and the implications of these formulations for the theorizing of human experience. Prerequisite: Anthro 3201 or permission of instructor.

Credit 3 units. A&S: SS

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**L48 Anthro 4113. Advanced Psychological Anthropology**

This seminar examines the intersection of psychological and anthropological theories and methods and their utility in the study of culture and human experience. This course is an in-depth exploration of some of the key theorists and theoretical domains that have defined the field of psychological anthropology and beyond, including Bakhtin, Bateson, Chodorow, D'Andrade, Ewing, Freud, Goffman, Halliwell, Holland, Irigaray, Kleinman, Kohut, Lacan, Lutz, Rosaldo, Strauss, Sapir, Schepher-Hughes, and Vygotsky, among others. By the end of the course, students have a solid grounding in linguistic, psychoanalytic, cognitive, symbolic, developmental, interactionist, and critical approaches within psychological anthropology. Prerequisites: at least one of the following: Anthro 3201, Anthro 3882, graduate standing, or permission of instructor.

Credit 3 units. A&S: SS

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**L48 Anthro 4114. Anthropology and Existentialism**

This course examines anthropological approaches to the profound problems of human existence that have fascinated major existentialist thinkers. It is about appreciating the richness, the deep emotional tone, and also the dangers of human experience. Case studies illuminate what powerful human experiences such as suffering, mercy, and hope look like across diverse cultures. Themes covered include ordinary life; how we perceive the world around us; the feeling of being at home and senses of place; how we experience pain; powerful and vulnerable bodies; why things really matter; and how communities cope with trauma and violence. This course is especially relevant for students interested in medical anthropology and social dimensions of health and illness. No background in anthropology or philosophy is required.

Credit 3 units. A&S: SS, CD

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**L48 Anthro 412. Sociolinguistics: Ethnography of Communications**

How language interaction conveys subtle information about social situations and how purposes, motivations, sentiments, and communication networks influence the structure of language and speech. Prerequisite: 3 units of social science.

Credit 3 units. A&S: SS FA: SSP

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**L48 Anthro 4123. Argumentation Through Ethnography**

Ethnography is the traditional mainstay of anthropological academic writing. Through ethnography, anthropologists do more than simply describe a culture or a group of people; rather, they organize and present their field materials in particular ways in order to make intellectual, theoretical, and sometimes even political arguments. This seminar explores the different ways anthropologists have used ethnography to make intellectual claims and frame theoretical or practical arguments. The aim of the course is to help students develop critical reading skills for engaging ethnographic materials as well as to explore the ways in which ethnography, when done well, can be a persuasive and engaging means of academic argumentation. This course is intended as a sequel to Anthro 472. Prerequisite: Anthro 472 or permission of instructor.

Credit 3 units. A&S: SS

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**L48 Anthro 4127. Language and Medical Expertise**

Language plays a constitutive role in the creation and communication of medical expertise in all cultures, as well as across cultures. The goal of this course is to introduce students to the discourse-centered approach to medicine found in sociolinguistics and linguistic anthropology. How is medical authority negotiated in interactions between doctors/healers and patients? How do authoritative narratives and discourses structure cultural understandings of disease, health, well-being, and the body? What role does language and its use play in legitimizing certain forms of medicine while delegitimizing others, especially in "medically plural" societies? Does Western medicine differ from non-Western medicine with respect to the way it is created and communicated? How do ideologies of language and communication shape the way medical representations circulate in society, including across sociocultural boundaries, as in acts of translation? How are new institutional forms of communication, such as mass media and the internet, reshaping medical expertise around the world? We begin the course with the role of narrative in the construction of medical knowledge and perception, then move to the microanalyses of authoritative language in the patient-doctor "medical encounter," and end the course by turning to the macroanalysis of medical institutions, exploring them in relation to the kinds of expert texts they produce and circulate. The course draws on theoretical readings and ethnographic research conducted in many places in order to develop a cross-cultural understanding of the issues.

Credit 3 units. A&S: SS

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**L48 Anthro 4134. The AIDS Epidemic: Inequalities, Ethnography, and Ethics**

In the year 2000, HIV became the world's leading infectious cause of adult death, and in the next 10 years, AIDS was expected to kill more people than all wars of the 20th century combined. As the global epidemic rages on, our greatest enemy in combating HIV/AIDS is not lack of knowledge or resources, but global inequalities and the conceptual frameworks with which we understand health, human interaction, and sexuality. This course emphasizes the ethnographic approach for cultural analysis of responses to HIV/AIDS. Students explore the relationship between local communities and wider historical and economic processes, and theoretical approaches to disease, the body, ethnicity/race, gender, sexuality, risk, addiction, power, and culture. Other topics covered include the cultural construction of AIDS and risk, government responses to HIV/AIDS, origin and transmission debates; ethics and responsibilities; drug testing and marketing; the making of the AIDS industry and "risk" categories; prevention and education strategies; interaction between biomedicine and alternative healing systems; and medical advances and hopes.

Credit 3 units. A&S: SS, SD

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**L48 Anthro 4135. Tobacco: History, Culture, Science, and Policy**

This course examines tobacco's important role in shaping the modern world over the course of the past five centuries, from indigenous uses of tobacco in the New World to the politics of smoking in the 20th century. Through in-depth historical and anthropological case studies, tobacco provides a window into broad trends in government, law, economy, and society, including changing social meanings of gender, race, individualism, risk, responsibility, and health in the United States and worldwide. This course also introduces students to public health approaches to noncommunicable disease prevention and healthy lifestyle promotion. No background in anthropology or public health is required.

Credit 3 units. A&S: SS

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**L48 Anthro 4181. Comparative Methods in Physical Anthropology**

Intensive study of theoretical concepts and statistical methods in research using comparative methods. Major emphasis on scaling (allometry) and phylogenetically independent comparisons and their application to questions of mammalian variation in life history, metabolism, brain size, and dentition. Prerequisite: one semester of statistics, 6 units of physical anthropology or biology, or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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**L48 Anthro 4182. Field and Laboratory Methods in Primatology**

This seminar focuses on ethological, ecological, and biological data collected on wild primate populations, the questions they address, and their methods of analysis. The focus is on primate behavioral and biological monitoring, emphasizing hands-on techniques and practical applications.

Credit 3 units. A&S: NS FA: NSM

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**L48 Anthro 419. Primate Behavior**

Discussion and analysis of recent research on the social behavior of nonhuman primates. Data from both field and laboratory study. Prerequisite: Anthro 406, or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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**L48 Anthro 4191. Primate Cognition**

This course investigates historical and current views regarding the cognitive capacities of non-human primates, and the extent to which these abilities are shared with humans. Topics for this class include: social cognition, problem-solving, tool use, culture, communication, theory of mind, deception, self-recognition, imitation, and numerical cognition. The classes involve discussion and critical evaluation of theory and methods in this challenging and exciting area of primate cognitive research.

Credit 3 units. A&S: NS

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**L48 Anthro 4202. Evolutionary Genetics**

This course examines the principles of evolutionary genetics as applied to complex characters such as morphology, behavior, life history, and disease. Mathematical models of quantitative inheritance and evolution are discussed. Special topics include kin selection, sexual dimorphism, and conservation genetics. Prerequisite: Anthro 150A or introductory biology.

Credit 3 units. A&S: NS FA: NSM

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**L48 Anthro 4211. Paleoethnobotany and Ethnobotany**

Interrelationships between plants and people, especially in past societies. Recovery and analysis of plant remains from archaeological sites; interpreting subsistence and vegetation changes; medicinal, ritual, and technological uses of plants; plant domestication and agricultural intensification. Modern efforts to understand and preserve threatened traditional ethnobotanical practices. Prerequisite: Anthro 190BP or an introductory botany course, or permission of instructor.

Credit 3 units. A&S: SS, WI FA: SSP

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**L48 Anthro 4212. Advanced Methods in Paleoethnobotany**

Advanced analytical techniques for the study of archaeological plant remains. Tools and methods for micromorphological recognition, including electron microscopy. Photomicroscopy at low magnification, management, tabulation, and reporting of data. Prerequisite: Anthro 4211 or permission of instructor.

Credit 3 units. A&S: SS FA: SSP

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**L48 Anthro 4213. Plants and American People: Past and Present**

This interdisciplinary course examines the relationship between plants and the American people. Topics include the natural diversity of plants used by Native Americans for food, fiber, and medicine; the significance of plants in the "Columbian Exchange" for the history of the United States and the economies of the Old World; Native-American and Euro-American farming practices; modern agribusiness including transgenic crops; and the modern conservation movement in the U.S. Several optional Saturday field trips are planned. Prerequisite: junior standing or above.

Credit 3 units. A&S: SS FA: SSP

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**L48 Anthro 4214. The Archaeology of Food and Drink**

Studies of past human diets have moved beyond analyses of animal bones and seeds to encompass new theoretical goals and innovative analytical techniques. In this seminar-style course, students explore methods of understanding food-related social interactions such as evidence including residues, ancient DNA, isotopes, and trace elements, along with more traditional artifacts and archaeobotanical and zooarchaeological remains. By examining case studies from around the world, we evaluate the current state of research attempting to integrate the biological and cultural aspects of eating and drinking.

Credit 3 units. A&S: SS

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**L48 Anthro 4222. Human Nature in Minds and Cultures**

What is unique about humans? And what is universal among human beings? Is human nature the product of a specific genome or is it shaped by human cultures? Does it make sense to think of nature as the opposite of nurture? We consider aspects of human nature in domains such as family and gender, political coalitions, religious extremism, ethnic identity, and morality, from the viewpoints of cultural anthropology, philosophy, evolutionary biology, and psychology.

Credit 3 units. A&S: SS

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**L48 Anthro 4240. The Plundered Past: Archaeology's Challenges in the Modern World**

The public imagination thrills at the fantastic adventures of Indiana Jones and Laura Croft, Tomb Raider, but the reality of modern archaeology is more complex, ethically challenging, and interesting than a simple treasure hunt. In the United States and

Canada, our science museums and museums of anthropology still display artifacts that are regarded as sacred and culturally definitive by Indian nations, although such holdings are now subject to negotiation and repatriation. Art museums in Europe and the U.S. still are stocked with looted ancient masterpieces that are revered as vital heritage by the nations from which they were stolen. We display looted art alongside a much smaller number of legitimately excavated artifacts of masterpiece quality, so it is no surprise that our popular images of archaeologists as avid and undiscerning collectors raise little concern. But modern archaeologists are not extractors of art or even of scientific information, from places as passive and inert as the museums' objects ultimately occupy. Archaeologists work with living people inhabiting societies and states that care deeply about their pasts and the relics of it. They are active agents engaged with many other people in the production of knowledge about the past. In our rapidly shrinking world, educated sensitivity to the many ancient cultural legacies that shape the values of modern global society is more than a moral imperative; it is a basic form of collaboration in the common project of survival. Archaeologists are ethically charged to advance that project through education about the complex contemporary arena of artifacts, sites, and information they occupy.

Credit 3 units. A&S: TH, CD

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#### **L48 Anthro 4242. Social Movements**

How do people change the world? They organize. Social movements mobilize to change (or defend) cultural meanings and political and economic relations. This course examines movements ranging from jihadists to anti-abortionists to inner-city activists to transnational environmentalists. We compare movement origins, strategies, and effects. We ask how power and meaning are intertwined in political action and in people's understandings of themselves; how violence and other tactics work as meaningful political instruments; and why social movements are challenging formal politics around the world today. Anthropological approaches to global disjunctures between democracy and violence are at the core of our course.

Credit 3 units. A&S: SS, CD, SD FA: SSP

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#### **L48 Anthro 4243. "Terrorism" and "The Clash of Civilizations"**

This course is about conflicts in which violent means are deployed and moralistic terms are invoked so as to give legitimacy to such means. The code words in the title are in quotes in order to emphasize they are used in public discourses rhetorically, for political effect. When particular social situations are disputed, each side deploys moralistic claims so as to clothe their actions and viewpoint with an aura of legitimacy and to enlist popular support. But when issues are contested, similar terms can be used by opposing sides with similar but contrary intents: one person's "terrorist" is another person's "freedom fighter"; and note that certain radical Islamist groups specifically embrace Huntington's notion of the "clash of civilizations" (formulated for Western audiences) as

grounds for their anti-Western posture. Rhetorical formulae such as these are promoted or scorned, embraced or renounced, for essentially strategic reasons. In this course, we examine some notorious situations of conflict in order to identify the particular ways that disputing sides have deployed violence and moralistic forms in their own interest—as when popular movements arise and clash with state power (e.g., the Tiananmen Square incident in China) or when coalitions with radical social agendas take form and brutalize neighbors (as in Yugoslavia in the 1990s; Rwanda in 1994) or when widely supported public movements develop seemingly without coordination (the 2006 demonstrations against the King of Nepal), or when movements animated by a shared ambition to establish a non-statal political entity (such as Al Qaeda for the reinstatement of the caliphate) form across state boundaries with little coordinated leadership. Our emphasis falls on the ways that human collectivities deploy cultural forms—linguistic and rhetorical, artistic and representational—to give particular "readings" to social issues and to clothe activities (often brutal) with an appearance of legitimacy.

Credit 3 units. A&S: SS, CD

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#### **L48 Anthro 4244. Oil Wars: America and the Cultural Politics of Global Energy**

Same as AMCS 442

Credit 3 units. A&S: SS

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#### **L48 Anthro 4253. Researching Fertility, Mortality, and Migration**

Students undertake research projects centering on the most fundamental demographic processes—fertility, mortality, and migration. The first section covers basic demographic methodology so that students understand how population data is generated and demographic statistics analyzed. Then, course readings include seminal theoretical insights by anthropologists on demographic processes. Meanwhile, students work toward the completion of a term paper in which they are expected to undertake some original research on a topic of their choice (e.g., new reproductive technologies; cross-cultural adoption; ethnicity and migration). Each assignment in this course is a component of the final term paper.

Credit 3 units. A&S: SS, WI

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#### **L48 Anthro 4254. The Anthropology of Maternal Death**

No other commonly recorded health indicator shows such great disparities between rich and poor nations as does maternal mortality. More than 500,000 women die each year around the world from complications of pregnancy and childbirth, but 99 percent of these deaths occur in impoverished, non-industrialized countries. This course examines the reasons for this stunning discrepancy, looking at the biological, social, political, and economic factors involved in maternal death. The course is

conducted as a seminar based on detailed readings of relevant journal articles, group discussion, case studies, and class presentations. Prerequisite: Anthro 3621.

Credit 3 units. A&S: SS

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**L48 Anthro 4262. Racialization, Engendering, and Articulation: Theories of Identity Formation**

This course is an opportunity for upper-level undergraduate and graduate students to explore theoretical and ethnographic texts, which focus on the social categories of race, class, and gender. The purpose of this course is to interrogate our understanding of the meaning of such human variables across time and space. As the course title implies, we approach race, gender, and class as processes, and this requires that we focus on their historical and cultural peculiarities. This course asks students to move conceptually from the era of European colonialism and the invention of the modern conception of "race" to the U.S. Civil War period to the ascension of negritude as well as contemporary times. In a complementary fashion, to assert that, in fact, race, gender, and class do matter, requires students to investigate the diversity and complexity in various places, such as Brazil, Argentina, Martinique, South Africa, and the United States.

Credit 3 units. A&S: SS

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**L48 Anthro 4282. Political Ecology**

An exploration of how the interactions between culture and environment are mediated by local, national, and global politics. Topics include "overpopulation," agricultural intensification, Green Revolution, biotechnology, corporate agriculture, green movements, and organic farming. Each student prepares an in-depth research paper that may be presented to the class. Prerequisites: graduate standing, Anthro 361, or permission of instructor.

Credit 3 units. A&S: SS FA: SSP

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**L48 Anthro 4284. Intentional Communities: Utopianism, Cooperation, and Culture Change from Essenes to Ecovillages**

This class provides an overview and examination of intentional communities over the past 2,000 years and in various regions of the world. Intentional communities are groups of people who have come together to live cooperatively and communally in pursuit of their visions of a better society. We examine intentional communities past and present, foreign and domestic through the lenses of both scholarly treatments of intentional communities and accounts written by intentional community members. We move chronologically through time, beginning with the earliest intentional communities that scholars have identified and ending with a significant section on contemporary ecovillages and other sustainability-oriented intentional community movements. We also use various theoretical frameworks to guide our growing understanding of intentional communities. The class is in seminar format but includes short lectures, occasional videos, and at least one

required field trip to an intentional community in or near St. Louis. An additional ethnographic internship credit opportunity involving primary research within intentional communities in or near St. Louis is available to anthropology majors who take the class, pending final budgetary approval.

Credit 3 units. A&S: SS

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**L48 Anthro 430. MEDICAL ANTHROPOLOGY**

Credit 3 units.

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**L48 Anthro 4321. History of Physical Anthropology**

The history of physical (or biological) anthropology are traced from Darwin's time to the present. Factors that influenced major theories and subfields of physical anthropology are discussed along with current directions.

Credit 3 units. A&S: SS FA: SSP

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**L48 Anthro 4322. Brave New Crops**

This is a graduate-level version of Anthro 3322.

Credit 3 units. A&S: SS

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**L48 Anthro 434. Behavioral Research at the St. Louis Zoo**

Students conduct research at the St. Louis Zoo. Training in designing of projects and analysis and interpretation of data. May be repeated for credit. Prerequisite: permission of instructor.

Credit variable, maximum 6 units. A&S: NS, WI BU: BA  
FA: NSM

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**L48 Anthro 4362. Local Genders, Global Transformations**

This course examines the dynamic relationship between gender and other social, economic, biological, and political processes. The course compares a variety of theoretical frameworks proposed by anthropologists, as well as Foucault, Butler, Carby, Laquer, and Engels. Using ethnographic and historical materials, students explore how shifts in communities' notions of gender, femininity, and masculinity are connected to larger forces, including shifts in the marketplace, global cultural flows, reproductive and sexual technologies, social movements, racial and ethnic hierarchies, international declarations, and HIV/AIDS and STDs. The course also considers ways in which gender studies and feminism have influenced anthropology. Prerequisite: Anthro 160B or permission of instructor.

Credit 3 units. A&S: SS FA: SSP

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**L48 Anthro 4363. Sex, Gender, and Power**

This seminar explores various ways anthropologists have conceptualized the intersection of sex, gender, and power in their ethnographies. Key questions revolve around the processes through which biological categories of sex become socially significant, and interact with various regimes of power such as the state, family, religion, medicine, the market, and science in everyday life. We examine how the social processes and regulatory mechanisms



associated with gender and sexuality create systems of hierarchy, domination, resistance, meaning, identity, and affection. Course materials are primarily ethnographies, supplemented with articles. The aim of the course is to develop students' critical reading, discussion, and writing skills. Prerequisite: upper-level Anthro or Women, Gender and Sexuality Studies courses, or permission of instructor.

Credit 3 units. A&S: SS

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#### **L48 Anthro 4392. Capitalism and Culture**

Capitalism is perhaps the most important historical and social phenomenon in the modern world. In tribal settings and major cities alike, its complex impacts are evident. Through rich case studies of how capitalism touches down in diverse cultures, this course provides an introduction to anthropological perspectives on the economy and economic development. Themes covered include the history of capitalism and globalization, the cultural meanings of class and taste, the relationship between capitalism and popular culture, major artistic responses to capitalism, social movements such as environmentalism, and the field of international development. No background in anthropology or economics is required.

Credit 3 units. A&S: SS, SD

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#### **L48 Anthro 4441. Bubblegum, Baseball and Boom: Latin American Cities Go Pop**

Same as IAS 4581

Credit 3 units. A&S: SS, WI

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#### **L48 Anthro 4451. Research Methods in Anthropology**

As a critical examination of the nature of evidence and explanation within anthropology, this course provides an introduction to a broad range of methods essential for collecting ethnographic data in a systematic manner. Interviewing skills are developed as a basis for using methodologies such as life histories, free listing, pile sorting, rank ordering, social mapping, and decision-tree modeling. Issues of qualitative data analysis are discussed in conjunction with software packages designed for organizing ethnographic information. This course is intended for graduate students only. Undergraduates may be enrolled with permission of the instructor.

Credit 3 units. A&S: SS

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#### **L48 Anthro 4452. In the Field: Ethnographic and Qualitative Methods**

Same as AMCS 441

Credit 3 units. A&S: SS

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#### **L48 Anthro 4453. Studying the City: Approaches to Social Research**

Same as URST 418

Credit 3 units. A&S: SS

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#### **L48 Anthro 4454. Cultures of Science and Technology**

This seminar explores questions of theory, method, and ethics in the anthropology of science and technology. How is biomedicine changing what it is to be human? How can technologies and scientific practices be studied ethnographically? How are the politics of difference linked to the production of scientific knowledge? Through close reading of ethnographic texts and fieldwork experience both on-and off-line, we investigate how scientific practice and technological innovation reorganize various aspects of human life on both global and local scales. Topics include the social construction of knowledge, the reproduction of racial categories in genomics, the cultures of cyberspace, the commodification of bodies in medical science, and the ways in which various technoscientific projects reshape natural and political orders in diverse locales.

Credit 3 units. A&S: SS

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#### **L48 Anthro 4481. Writing Culture**

Different ways of writing about people, culture, and society in past and present times. Readings include anthropological works as well as works of fiction that represent people and the times, places, and circumstances in which they live. Students conduct and write about their own ethnographical observations.

Credit 3 units. A&S: SS, WI FA: SSP

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#### **L48 Anthro 4517. Anthropology and Development**

A survey of classic and contemporary ethnographies of the "developing" world and of interventions that seek to "develop" these places and peoples. We consider anthropology's uncomfortable proximity to development as an instrument of rule; debates between Gramscian, Foucauldian, Postcolonial, and Liberal perspectives; and new directions in the theory and ethnography of global flows (networks, translocal technological zones, shadow states and economies, counter-movements, and de facto sovereignty regimes).

Credit 3 units. A&S: SS, WI

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#### **L48 Anthro 4519. The Moral Imagination in Social Practice**

Everything humans do is framed by assumptions about what is real, important, enduring, etc., assumptions that already are implicit in the language they use. When they assess situations, establish priorities, interpret social settings, identify the significance of their affairs, or conceive of a meaningful past, humans employ such assumptions. Sometimes they do so consciously, but often they make these assumptions unthinkingly, uncritically. In this course, we read recent works-journal articles as well as monographs-on the imaginative "worlds" of people in various social settings, to consider how these "worlds" are constituted and how they are reiterated and reinforced in social practice. We also refer back to the classic works in sociocultural anthropology to remind



ourselves of the various ways of approaching the comparative study of social practices. Prerequisite: junior standing, two social science courses, or permission of instructor.

Credit 3 units. A&S: SS

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#### **L48 Anthro 455. Archaeological Research Techniques**

Discussion of dating techniques (C-14, K-Ar, U-Th, ESR, PSL, TL, dendrochronology, etc.); lithic dating analysis; magnetic survey and dating; remote sensing; elemental and residue analyses; and other technical methods employed in archaeological field research. Prerequisite: 3 credits in archaeology or permission of instructor.

Credit 3 units. A&S: SS FA: SSP

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#### **L48 Anthro 4561. Ceramic Analysis**

Method, techniques, and models for analyzing prehistoric ceramics. Students conduct hands-on analyses of collections from Cahokia Mounds and the St. Louis region. Prerequisite: Anthro 314, graduate standing, or permission of instructor.

Credit 3 units. A&S: SS FA: SSP

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#### **L48 Anthro 4562. Artifact Analysis: Mississippian Cultures**

The purpose of this course is to provide students with an introductory, hands-on experience of the methods employed in the analysis of archaeological materials common to the Mississippian culture. Students conduct class projects based on collections from Cahokia Mounds and the St. Louis region. Prerequisite: Anthro 314 or equivalent, or graduate standing, or permission of instructor.

Credit 3 units. A&S: SS FA: SSP

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#### **L48 Anthro 4564. Archaeobotanical Analysis**

Advanced laboratory and analytical techniques. Prerequisite: Anthro 4211 or permission of instructor.

Credit 3 units. A&S: SS FA: SSP

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#### **L48 Anthro 4581. Principles of Human Anatomy and Development**

This course is designed for both undergraduate and graduate students in the anthropological, biological, and/or premedical sciences who wish to learn about human anatomy from various evolutionary, functional, developmental, and clinical perspectives. Lectures emphasize the organizational and developmental principles of various organ systems of the human body. The course also makes use of our extensive anatomy museum of labeled dissected human specimens as well as our cast collections of numerous specimens from the human fossil record where appropriate. Frequent use of X-rays, CT, and MRI scans also are used to help students visualize human anatomy from a number of different imaging modalities. Prerequisite: undergraduate or grad-

uate students in the anthropological, biological, and/or premedical sciences must have had at least one course in physical anthropology and/or biology, or consent of instructor.

Credit 3 units. A&S: NS FA: NSM

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#### **L48 Anthro 459. Human Osteology**

Analysis of skeletal material recovered in human paleontological and archaeological excavations. The development of bone and major diseases that affect skeletal structure. Prerequisite: permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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#### **L48 Anthro 4591. Human Functional Morphology**

A detailed consideration of the biological basis for variation in recent and past human skeletal anatomy as a framework for the interpretation of prehistoric human skeletal and fossil remains. Emphasis is placed on the structure, development, and degeneration of bones and joints, the soft tissues which impinge upon individual bones, and the biomechanical patterns relating to bone and joint structures. Prerequisite: Anthro 3661, 459, or permission of instructor.

Credit 3 units. A&S: NS

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#### **L48 Anthro 4593. The Living Machine: Biomechanics in Terrestrial Animals**

A survey of how animals- particularly humans and other primates- interact with their physical world. How do terrestrial animals move, see, breathe, and hear? We examine the anatomy and mechanics involved in these and other behaviors and investigate their evolution. Prerequisite: Anthro 150A or permission of instructor.

Credit 3 units. A&S: NS

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#### **L48 Anthro 4594. Experimental Methods in Animal Biomechanics**

The first portion of this lab-based course covers basic concepts in biomechanics and training in the equipment and noninvasive experimental techniques used to investigate locomotion, energetics, and other biomechanics questions in terrestrial animals, including humans. In the second portion, students conduct their own research projects, developing questions and hypotheses, collecting and analyzing data, and using results to test predictions. Prerequisite: Anthro 4593 or permission of instructor.

Credit 3 units. A&S: NS

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#### **L48 Anthro 4661. Historical Archaeology**

This course focuses upon the methods and techniques employed in historical archaeology. We 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 includes some hands-on lab work, working primarily with materials from the first

American fort west of the Mississippi (Fort Belle Fontaine) and two Civil War period mansions. Prerequisite: 3 credits of archaeology or permission of instructor.

Credit 3 units. A&S: TH, CD, WI FA: SSP

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#### **L48 Anthro 4682. Ethnoarchaeology**

Theories, methods, and techniques applied by archaeologists to contemporary societies and materials to aid their understanding of extinct societies. Analysis of ethnographic research in both the Old and New Worlds. Participation with Professors Watson, Browman, and Fritz is included in relevant topics. Prerequisites: Anthro 160B or 190BP, and permission of instructor.

Credit 3 units. A&S: TH, CD FA: SSP

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#### **L48 Anthro 472. Social Theory and Anthropology**

A seminar on social theory and its ethnographic implications. Course combines major works of modern social theory, including Marx, Weber, and Durkheim, with current work by contemporary anthropologists, such as Clifford Geertz, Eric Wolf, Marshall Sahlins, and Fredrik Barth, and ethnographers from related disciplines, such as Pierre Bourdieu and Paul Willis. Prerequisite: previous anthropology course work or permission of instructor.

Credit 3 units. A&S: SS FA: SSP

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#### **L48 Anthro 474. National Narratives and Collective Memory**

Same as IAS 474

Credit 3 units. A&S: SS

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#### **L48 Anthro 4761. The Pleistocene Peopling of Eurasia**

The paleolithic archaeology, human paleobiology, and paleoecology of the geographical expansions and adaptations of Eurasian humans through the Pleistocene. Prerequisite: Anthro 150A or 190B.

Credit 3 units. A&S: SS FA: SSP

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#### **L48 Anthro 4762. The Neandertal Legacy**

A detailed consideration of the Middle and Late Pleistocene patterns of human biological evolution relating to the origins and evolution of late archaic humans (including the Neandertals) and the emergence of modern humans. Prerequisite: Anthro 367 or permission of instructor.

Credit 3 units. A&S: NS, WI FA: NSM

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#### **L48 Anthro 477. African Prehistory**

Pathways to food production in Africa: late hunter-gatherers and early pastoralists, their interactions and intersections with complex societies of the Nile. A survey designed for juniors and seniors in a seminar setting.

Credit 3 units. A&S: SS FA: SSP

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#### **L48 Anthro 4771. Out of the Wild: Domestication and Socio-economic Diversity in Africa**

The reason for the beginnings and spread of food production during the early Holocene in so many parts of the world is one of the most interesting questions in archaeology. It now seems likely that there are many different pathways to domestication. In Africa, there is a record of up to several million years of human existence as hunter-gatherers before some human populations adopted food production. Domestication of plants and animals about 10,000 years ago resulted in fundamental changes in human societies. It provided the basis for the increase in settlement densities, specialization and social stratification, and general decrease in mobility and dietary diversity characteristic of non-hunter-gatherer societies in the modern world. In this seminar, the class explores the phenomenon of domestication and the spread of food production, surveying the evidence for manipulation and domestication of plant and animal species by prehistoric peoples in Africa. We focus on how and why domestication occurred and factors that influenced its spread; interactions between late hunter-gatherers and early pastoralists; and intersections with complex societies of the Nile. We also look at the contributions of Africa to understanding pathways to food production world wide.

Credit 3 units. A&S: SS, WI

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#### **L48 Anthro 479. Climate, Culture, and Human History**

Using a seminar format, this course examines the temporal, geographical, and environmental aspects of past climate changes, and by using specific examples, explores how climate changes may have affected the evolution of human culture and the course of human history. Archaeological and historical examples from the Americas, Africa, Asia, Europe, and the Near East are used to explore if or how significant events in human history have been influenced by changes in climate.

Credit 3 units. A&S: NS

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#### **L48 Anthro 4791. Archaeological Study of Social Complexity**

A hallmark of anthropological theory is the idea that human societies evolve toward greater complexity or higher levels of organization through time. Yet accurately defining complexity or organization is such a difficult and frustrating undertaking that many people give up and fall back on an intuitive understanding, similar to Supreme Court Justice Potter Stewart's famous definition of pornography: "I know it when I see it." But what exactly does it mean to be socially complex? How does complexity in human societies emerge and how is it perpetuated? How can we infer social complexity from the archaeological record? In this seminar we examine theoretical and methodological aspects of social complexity as investigated by archaeologists. By means of case studies drawn from around the globe and ranging from the

earliest humans to the recent past, we seek to define, describe, and understand the concept of social complexity and its manifestations in diverse societies at different times.

Credit 3 units. A&S: SS

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**L48 Anthro 4792. The Many Paths Leading Toward the Creation of the Ancient City**

The purpose of this class is to examine the emergence of the Ancient City across the globe. We want to begin with the concepts of urbanism, city, and metropolis. These are words whose derivation are to be found in the classical languages of the Mediterranean. Is there any means to reach an understanding of how other civilizations and societies characterized these special places on the landscape? In the past, many scholars have argued that market economies and state-level societies are essential to their existence. Such arguments reflect issues of sustainability in terms of the economy and the effective control of large populations through state-level institutions. While we want to understand the role of the economy and the level(s) of political integration involved in the process of urbanism, are there other cultural institutions such as religion that play a much larger and more significant role? Do these places reflect the "citizens" perception of the cosmos?

Credit 3 units. A&S: SS

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**L48 Anthro 4802. Theories and Practice of Landscape Archaeology**

The study of "landscapes" as a particular framework for understanding the archaeological record has become increasingly widespread in the discipline today. Yet the theoretical background for defining landscapes is commonly disconnected with the actual practical application of "landscape archaeology." What exactly do we mean by landscape archaeology, what is its utility, and how do contemporary methods of analysis and interpretation change the way we consider archaeology through this conceptual paradigm? This course explores the theoretical basis and current archaeological approaches to "landscape" and address its distinction to, and overlap with, other prevalent concepts such as environment, ecology, place, and space. The course also places focus on concrete methodological and practical approaches that differentiate "landscape archaeology" from other approaches-as well as illustrate their points of convergence.

Credit 3 units. A&S: SS

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**L48 Anthro 4803. Advanced GIS Modeling and Landscape Analysis**

The aim of this course is to learn to analyze archaeological data in terms of its spatial layout, geography, ecology, and temporal dynamics, using Geographic Information Systems and associated computer modeling techniques. A focus is placed on the relationship between natural environments, cultural geography, and the

mapping of archaeological landscapes, and on the archaeologist's ability to accurately recover, reconstruct, and analyze this relationship in a virtual environment.

Credit 3 units. A&S: SS

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**L48 Anthro 481. Zooarchaeology**

Methods and techniques of analysis of faunal remains recovered in archaeological context, including aging, sexing, and the study of cultural modification of archaeological faunas. Prerequisites: any advanced course in archaeology and permission of instructor.

Credit 3 units. A&S: SS FA: SSP

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**L48 Anthro 4834. Health, Healing, and Ethics: Comparative Perspectives on Sickness and Society**

A cross-cultural exploration of cultures and social organizations of medical systems, the global exportation of biomedicine, and ethical dilemmas associated with medical technologies and global disparities in health.

Credit 3 units. A&S: SS

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**L48 Anthro 4881. Medicine and Anthropology**

Explores the fundamental relationship of anthropology to the art and science of medicine. Emphasis on impact of anthropology on current modes of biomedical research; alternative systems of health and healing; role of anthropologist in biomedicine and public health; critical medical anthropology; anthropology and epidemiology. Prerequisite: junior standing.

Credit 3 units. A&S: SS FA: SSP

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**L48 Anthro 4882. Anthropology and Public Health**

Anthropological approaches to public health practice and research; role of anthropology in public health systems; cross-cultural public health research; community vs. institutional bases of public health advocacy.

Credit 3 units. A&S: SS FA: SSP

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**L48 Anthro 4883. The Political Economy of Health**

This course reviews social science contributions to understanding health as a function of political and economies influences; considers the ways in which personal health is affected by macrosocial processes; and examines effects of globalization, international development and political instability on the health of individuals. Examples are drawn from the United States and international contexts. Prerequisite: junior standing or above.

Credit 3 units. A&S: SS FA: SSP

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**L48 Anthro 489. Seminar: Pathways to Domestication**

Survey of the evidence of the domestication of plants and animals, focusing on processes leading to domestication, and on the recognition of pristine features of domestication in the archaeological record. Prerequisite: one 300- or 400-level course in archaeology.

Credit 3 units. A&S: SS FA: SSP

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**L48 Anthro 4892. Hunter-Gatherer Socio-Economic Variation**

This class explores the nature and extent of variation in hunter-gatherer socioeconomic systems as documented in the literature on recent hunter-gatherers, and in the archaeological record of the past 20,000 years. We discuss Woodburn's concept of delayed return hunter-gatherers, Testart's writing on hunter-gatherer socioeconomic organization, and archaeological concepts of simple and complex hunter-gatherers. We examine case studies of both delayed and immediate return hunter-gatherers from the Americas, Asia, Africa, and Australia and emphasize understanding underlying reasons for differences between groups, and implications of differences for patterns of cultural change, including the adoption of food production.

Credit 3 units. A&S: SS FA: SSP

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**L48 Anthro 4893. Pastoral Nomads of the Past**

The archaeology of nomadic herders or pastoralists of Africa, Asia, and South America is the focus of this seminar. Cattle herders of Africa, horse and camel-based nomads of Asia, and llama herders of the Andes are famous for their mobility, effective use of arid and mountainous lands, and distinctive and varied social organization and material culture. Nomads are known in many regions for long-distance trade, warfare, and as agents of widespread political and religious change. We examine issues such as the ecological background to mobility, nomads as early food producers, the environmental impact of nomadic societies, nomads and resilience, factors that pattern settlement structure and material culture of nomads, rock art, archaeological recovery, ancient nomadic states, and gender issues in recent pastoral societies.

Credit 3 units. A&S: SS

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**L48 Anthro 490. Anthropological Research**

Designed to give undergraduates research experience in various subdisciplines of Anthropology. May be taken more than once for credit. Prerequisite: permission of faculty member under whom the research is done.

Credit variable, maximum 3 units. A&S: SS FA: SSP

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**L48 Anthro 491. Advanced Anthropological Research**

Limited to those students who have successfully completed Anthro 490 and have a qualifying continuing research project. Prerequisites: Anthro 490 and permission of the faculty member supervising the continuing research project.

Credit variable, maximum 3 units. A&S: SS FA: SSP

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**L48 Anthro 4951. Senior Honors Research**

Limited to students who have qualified for the Anthropology honors program and who are conducting research for an honors thesis. Prerequisites: permission of the Anthropology faculty member supervising the honors research, and concurrent filing of notification with the Anthropology senior honors coordinator.

Credit variable, maximum 3 units. FA: SSP

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**L48 Anthro 4961. Senior Honors Thesis**

Limited to students who have qualified for the Anthropology honors program, and who are actively engaged in writing a senior honors thesis. Prerequisite: permission of the Anthropology senior honors coordinator.

Credit variable, maximum 3 units. FA: SSP

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**L48 Anthro 4999. Capstone Experience**

The Department of Anthropology offers several options for completing a capstone experience, which is recommended by the College of Arts & Sciences. One option is for students in any 400-level course in the department to secure permission of the instructor to simultaneously enroll in Anthro 4999. The instructor and student develop an individualized plan for expanding the normal content of the selected 400-level course into a capstone experience. Prerequisite: junior or senior standing. Enrollment requires permission of the department and the instructor.

Credit 1 unit.

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## Arts & Sciences: Applied Statistics

The Center for Applied Statistics offers a minor in Applied Statistics. Over the past 20 to 30 years, many areas of social science and biology have become increasingly dependent on quantitative methods and the statistical analysis of data. Using real-world data to answer complex questions in the social sciences requires the integration of many skills.

The Center for Applied Statistics is designed to meet the needs of undergraduate and graduate students desiring an intensive exposure to statistical methods and inference with an emphasis on application. Most students interested in completing the minor are considering a career in social science or biological research.

Social science data are often described as “messy.” The challenges of producing a result accepted by scientists often involve judgments about how to quantify variables that are not inherently quantitative. Social scientists must also frequently contend with missing data, and with data that violate the mathematical assumptions of statistical methods commonly presented in introductory courses. Courses in the program in Applied Statistics will emphasize the analysis of data in the context of such problems. Most courses will involve the use of statistical software. Courses in the program are designed to provide students with sophisticated statistical tools without calculus or matrix algebra prerequisites.

*Students considering a career in statistics should pursue their primary curriculum through Mathematics; those students may choose to enrich their education with some courses from the Center for Applied Statistics.*

### Additional Information

**Undergraduate Curriculum:** The curriculum starts with courses at the 300 level, and all courses are cross-listed so that they also are open to graduate students.

### Director

#### Jeff Gill

Professor of Political Science  
Ph.D., American University  
(Political Science)

### Professors

#### Steven M. Fazzari

Ph.D., Stanford University  
(Economics)

#### Andrew D. Martin

Ph.D., Washington University  
(Political Science and Law)

#### Robert Parks

Ph.D., Purdue University

(Economics)

#### Richard J. Smith

Ph.D., Yale University  
(Dean of Graduate Arts & Sciences)

#### Edward L. Spitznagel

Ph.D., University of Chicago  
(Mathematics)

#### Michael J. Strube

Ph.D., University of Utah  
(Psychology)

#### William F. Tate

Ph.D., University of Maryland–College Park  
(Education)

#### Joseph S. Ullian

Ph.D., Harvard University  
(Philosophy)

### Associate Professors

#### Carl Craver

Ph.D., University of Pittsburgh  
(Philosophy)

#### Carol M. Woods

Ph.D., University of North Carolina–Chapel Hill  
(Psychology)

### Assistant Professors

#### Jimin Ding

Ph.D., University of California–Davis  
(Mathematics)

#### Nan Lin

Ph.D., University of Illinois, Urbana–Champaign  
(Mathematics)

#### Donald Nichols

Ph.D., Stanford University  
(Economics)

#### Ramesh Raghavan

Ph.D., University of California–Los Angeles  
(George Warren Brown School of Social Work)

#### Guillermo Rosas

Ph.D., Duke University  
(Political Science)



**Robert W. Walker**

Ph.D., University of Rochester  
(Political Science)

There is no major available in this area. Students considering a career in statistics should pursue their primary curriculum through Mathematics; those students may choose to enrich their education with some courses from the Center for Applied Statistics.

## The Minor in Applied Statistics

**Required units:** 15

**Required courses:**

ASTAT 321G. Philosophy of Science

One course from the following two:

ASTAT 363. Quantitative Political Methodology  
ASTAT 2200. Elementary Probability and Statistics\*

And one course from the following two:

ASTAT 364. Intermediate Applied Statistics: Linear Models  
ASTAT 413. Introduction to Economics

**Elective courses:**

Select two courses from the following:

ASTAT 420. Categorical Data Analysis  
ASTAT 430. Multilevel Modeling  
ASTAT 440. Factor Analysis and Related Models  
ASTAT 450. Panel Data  
ASTAT 560. Visiting Scholar Statistical Research Seminar in Applied Statistics  
ASTAT 581. Quantitative Political Methodology I  
ASTAT 5067. Quantitative Methods II

\* Elementary Probability and Statistics is a prerequisite for all other courses in the minor. Remaining courses can be taken simultaneously.

### Additional Information

A minor in Applied Statistics would not substitute for or replace courses in mathematical statistics offered by the Department of Mathematics. Students considering a career in statistics should pursue their primary curriculum through Mathematics; those students may choose to enrich their education with some courses from the Center for Applied Statistics. In special cases, other courses may be substituted for ASTAT 2200 and some courses in the Olin Business School. Please meet with the program director to discuss your specific situation.

**L55 ASTAT 2200. Elementary Probability and Statistics**

Same as Math 2200  
Credit 3 units. A&S: NS, QA

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**L55 ASTAT 321G. Philosophy of Science**

Same as Phil 321G  
Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L55 ASTAT 363. Quantitative Political Methodology**

Same as Pol Sci 363  
Credit 3 units. A&S: SS, QA FA: SSP

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**L55 ASTAT 364. Intermediate Applied Statistics: Linear Models**

This course provides a detailed introduction to linear statistical models, the workhorse of applied statistics. Building on foundations in basic probability theory and central limit theorems, linear statistical models can be built from first principles to describe data and/or formalize statistical inference. The remainder of the course evaluates the robustness to deviations from the basic assumptions and thus generalize the core principles of the linear regression model. (Formerly ASTAT 350E.) Prerequisites: ASTAT 330 or ASTAT 363.  
Credit 3 units.

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**L55 ASTAT 370. Topics in International Affairs: A Quantitative Look**

This course provides an introduction to applied statistics in international politics with a particular focus on violent conflict and international human rights. Two books on international conflict intertwine theoretical argumentation with historical and quantitative evidence: Sartori's *Deterrence by Diplomacy* and Schultz's *Democracy and Coercive Diplomacy*. Beyond these texts, we examine the "democratic peace thesis" applied to international conflict and human rights abuses. We use the applications to explore the ways in which statistical argumentation is utilized in international conflict studies while learning important tools to undertake such argumentation ourselves and critically read reported evidence.  
Credit 3 units. A&S: SS, QA

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**L55 ASTAT 381. Quantitative Political Methodology I**

Same as Pol Sci 581  
Credit 3 units.

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**L55 ASTAT 413. Introduction to Econometrics**

Same as Econ 413  
Credit 3 units. A&S: SS FA: SSP

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**L55 ASTAT 420. Categorical Data Analysis**

This course represents an introduction to methods for analyzing categorical data. Methods covered include those for contingency-table data (i.e., all variables are nominal or ordinal), as well as regression models for nominal and ordinal outcome variables. Although distribution theory and maximum likelihood are introduced as needed, the emphasis is on learning when and how to apply the methods, and how to interpret the results. Computations are done either by hand or with the SAS computer program. Previous experience with SAS is useful, but not assumed. Prerequisite: ASTAT 350, 364, 3067, or 413, or Psych 5066 or equivalent. Credit 3 units. A&S: SS FA: NSM

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**L55 ASTAT 430. Multilevel Models in Quantitative Research**

This course covers statistical model development with explicitly defined hierarchies. Such multilevel specifications allow researchers to account for different structures in the data and provide for the modeling of variation between defined groups. The course begins with simple nested linear models and proceeds on to non-nested models, multilevel models with dichotomous outcomes, and multilevel generalized linear models. In each case, a Bayesian perspective on inference and computation is featured. The focus on the course is practical steps for specifying, fitting, and checking multilevel models with much time spent on the details of computation in the R and Bugs environments. Prerequisite: ASTAT 350, 3067, 364, or equivalent. Credit 3 units. A&S: NS FA: NSM

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**L55 ASTAT 440. Factor Analysis and Related Methods**

In factor analysis, a "factor" represents an unobservable construct hypothesized to give rise to observed variables (e.g., responses to questionnaire items). This course introduces popular factor-analytic models and methods for fitting them to data, in both exploratory and confirmatory contexts. Models for (approximately) continuous observed data are covered, as well as those for categorical observed data, including a few models and methods of item response theory. Application and interpretation are emphasized, with statistical theory introduced as needed. Use of one or more computer programs is required (prior experience with factor-analytic software is useful but not assumed). Prerequisite: ASTAT 350, 3067, 364, or equivalent. Credit 3 units. A&S: NS FA: NSM

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**L55 ASTAT 450. Panel Data**

This course examines the significant statistical issues related to the analysis of panel data. Panel data can be generically described as containing multiple units observed at multiple points in time. Because panel data require attention to both heterogeneity and dynamics, we cover both topics individually, in summary form, before considering their interaction and developing intuitions for situations that require greater attention to one than

the other. Though a host of other topics receive attention, we focus on the following issues: (1) Can individual time series be pooled and under what conditions? (2) Deterministic vs. random sources of variation arising from units or time points; and (3) What issues arise in translating techniques for panel data to censoring, truncation, and other pathologies that result in limited dependent variables? Prerequisite: ASTAT 330/513, 350/515, 363/563, 2200/5200, 3067/5067, or 364/564, the equivalent, or permission of the instructor.

Credit 3 units. A&S: SS FA: NSM

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**L55 ASTAT 460. Time Series Modeling in Social Science**

This course considers statistical techniques to evaluate social processes occurring through time. The course introduces students to time-series methods and to the applications of these methods. Coverage begins with the traditional ARIMA (Box-Jenkins) approach to time series analysis and proceed through dynamic modeling and regression approaches to recent developments such as cointegration analysis, error correction models, and vector autoregression. We learn not only how to construct these models but also how to use them in applied analysis. Heavy emphasis is given to fundamental concepts and applied work. Prerequisites for the course include a solid understanding of the fundamentals of statistical inference, regression analysis, matrix algebra, and the general linear model. By the end of the course, you should be able to: (1) use the Box-Jenkins modeling approach to prewhiten data and conduct an intervention analysis; (2) run and interpret time-series models using econometric methods such as GLS and distributed lag models; (3) analyze cointegrated data using an error correction model; and (4) use vector autoregression to analyze data and apply techniques such as impulse response and moving average response analysis to interpret results. Prerequisite: ASTAT 364 or equivalent.

Credit 3 units. A&S: SS, QA

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**Contact Person:**

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**Departmental website:**

<http://stats.wustl.edu>

## Arts & Sciences: Arabic

The department of Asian and Near Eastern Languages and Literatures offers a major and a minor in Arabic. As a major in Arabic, students can expect to gain proficiency in the language, study the area's literary and cultural landmarks, and gain familiarity with Near Eastern history and civilizations. As majors, students are expected to maintain a B average in all departmental courses. The prerequisites for a major include successful completion of the first two levels of language study or its equivalent and one lower-level foundational course: JNE 210C Introduction to Islamic Civilization.

**Language Placement:** Placement tests are required for all students entering our language programs. Students who test into Intermediate Arabic 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 intermediate 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 a course below their placement level, are ineligible for retroactive credit units. Students who misrepresent the extent of their background to gain entrance to a course at the elementary or intermediate level will be dropped from that course.

For a list of affiliated faculty, please see the Department of Asian and Near Eastern Language and Literatures faculty page.

### The Major in Arabic

**Total units required:** 47. First- and second-level language study, 20 units, plus 27 upper-level units, no more than 12 of which may be language courses.

#### Required courses:

The prerequisites for a major in Arabic include successful completion of the first two levels of language study or its equivalent and one lower-level foundational course: JNE 210 Introduction to Islamic Civilization.

Required upper-level courses for the major include language courses at the third- and fourth-year levels. Students normally complete four years of Arabic, or three years of study in Arabic and one year in a second language. All students are expected to maintain a minimum grade of B– in language classes.

In addition, Arabic majors must complete 15 units of relevant upper-level literature, culture, and civilization courses, chosen in consultation with their adviser. (Please note that many courses in Near Eastern literatures and cultures can be found under Religious Studies, Comparative Literature, or Jewish, Islamic, and Near Eastern Studies.) Unless a student is writing an Honors

thesis or fulfilling a capstone requirement for a second major, he or she also is required to take the ANELL Senior Seminar during the senior year.

### Additional Information

**Study Abroad:** Students are strongly encouraged to participate in Washington University-approved study abroad programs in Israel, Egypt, and other countries of the Middle East. Study abroad is usually during the junior year and after a minimum of one year of language study at Washington University. Students who participate in Washington University-sponsored and/or -approved overseas programs are normally able to apply most or all of these units to their undergraduate degree, although no more than 9 upper-level units may be applied to the major. However, all transfer of credit is subject to review and approval by the department and the Study Abroad office.

**Transfer Credit:** Normally no more than 6 units of credit earned at an institution other than Washington University (this does not include Washington University-approved study-abroad programs) may be applied to the major, and no more than 3 units for the minor.

**Senior Honors:** Qualified majors are encouraged to apply for Senior Honors before the end of the junior year. Students wishing to pursue this option need to meet the minimum Honors requirements stated in this Bulletin; have outstanding performance in language work; and satisfactorily complete, during the senior year, Arabic 488 (fall) and, if possible, Arabic 489 (spring), to be taken in addition to all other departmental requirements. Honors work will be supervised by a three-member departmental Honors Committee composed of a primary adviser and two additional faculty, which plans with each student special language work as needed and an independent Honors research paper in the student's area of academic interest.

### The Minor in Arabic

**Total units required:** Varies, 18–29

**Required courses:** The minor in Arabic Language and Literature requires the completion of JNE 210C and 18 credits, no more than 12 of which may be in language, and a minimum of 9 units at the 300 level or above. Minimum requirements for the minor include two years of Arabic language and the successful completion of at least 9 units in literature/culture courses chosen in consultation with the minor adviser.

## Additional Information

Students must earn a minimum of B– in language courses in order to proceed to the next level. Students who place out of language courses because of previous language training, or because they are native speakers of the language, must complete 15 units with literature and culture courses as approved by their minor adviser.

### L49 Arab 107D. Beginning Arabic I

Introduction to modern Arabic; concentrates on rapidly developing basic skills in reading, writing, speaking, and understanding. Five class hours, including one culture hour, and additional drill or laboratory hours. Students with previous Arabic language background must take a placement examination.

Credit 5 units. A&S: LA BU: HUM, IS

### L49 Arab 108D. Beginning Arabic II

Continuation of Arab 107D. Emphasis on enhancing skills in reading, writing, speaking, and aural comprehension of modern Arabic. Prerequisite: grade of B- or better in Arab 107DQ or placement by examination. Five class hours a week with additional drill or laboratory hours arranged by instructor.

Credit 5 units. A&S: LA BU: HUM, IS

### L49 Arab 200. Topics in Asian & Near Eastern Languages & Literatures

Same as ANELL 200

Credit 3 units. A&S: TH, CD BU: BA, HUM, IS

### L49 Arab 207D. Intermediate Arabic I

Study of grammar of literary Arabic and reading of annotated classical and modern prose texts; elementary composition; practice in speaking and comprehending modern Arabic. Prerequisite: grade of B- or better in Arab 108DQ or placement by examination. Five class hours a week with additional drill or laboratory hours set by instructor.

Credit 5 units. A&S: LA BU: HUM, IS

### L49 Arab 208D. Intermediate Arabic II

Continuation of Arab 207D. Study of grammar of literary Arabic and reading of annotated classical and modern prose texts; elementary composition; practice in speaking and comprehending modern Arabic. Prerequisite: grade of B- or better in Arab 207D or placement by examination. Five class hours a week with additional drill or laboratory hours arranged by instructor.

Credit 5 units. A&S: LA BU: HUM, IS

### L49 Arab 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 audiovisual forms. Prerequisite: grade of B- or better in Arab 208D or placement by examination. Three class hours a week with one additional laboratory hour as assigned by instructor.

Credit 4 units. A&S: LA BU: HUM, IS

### L49 Arab 308D. Advanced Arabic II

A continuation of Arabic 307D. Continued integration of language development through reading, writing, speaking, and listening activities centered on advanced authentic material. This semester proves critical for making the transition from Modern Arabic to Classical Arabic, including Qur'anic Arabic. Continued development of colloquial Arabic. Prerequisite: Arab 307D or equivalent.

Credit 4 units. A&S: LA BU: HUM, IS

### L49 Arab 320. An Introduction to Literature and Visual Culture in the Arab World

Same as ANECC 320

Credit 3 units. A&S: TH BU: IS

### L49 Arab 355C. The Flowering of Islamic Literature, 500-1200

Same as Comp Lit 355C

Credit 3 units. A&S: TH, CD BU: HUM FA: Lit

### L49 Arab 400. Asian & Near Eastern Languages & Literatures Senior Seminar

Same as ANELL 400

Credit 3 units. A&S: TH, CD

### L49 Arab 405. Colloquial Arabic

The aim of this course is to introduce the students to colloquial Arabic through their knowledge of Modern Standard Arabic (MSA). We focus on the main differences between colloquial and MSA so that the students can use the colloquial form for practical purposes in everyday life. Prerequisite: Arab 208D or instructor's permission.

Credit 3 units. A&S: LA BU: IS

### L49 Arab 407. Fourth Level Arabic I

Focused reading and discussion of classical and modern texts centered on selected topics in Arabic literature, poetry, and media. Continued development of oral, aural, and writing skills. Student interests are taken into consideration before finalizing the selection of texts. Practice in writing and grammar. Prerequisite: grade of B- or better in Arab 308D or placement by examination.

Credit 3 units. A&S: LA BU: IS FA: Lit

### L49 Arab 408. Fourth Level Arabic II

Readings and discussion in Arabic of selected classical texts. Students' interests are taken into consideration before finalizing the selection of texts. Practice in writing and grammar. Continued development of colloquial Arabic.

Credit 3 units. A&S: LA BU: IS FA: Lit

**L49 Arab 450. Topics in Classical Arabic Literature & Culture**

Exploration of medieval Arabic Belles-Lettres (Adab). All texts read in Arabic. Prerequisite: senior standing.

Credit 3 units. A&S: TH BU: IS FA: Lit

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**L49 Arab 451. Topics in Modern Arabic Literature and Culture**

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

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**L49 Arab 470. Topics in Classical Arabic Literature in Translation**

Various themes in Arabic religious literature and Belles-Lettres (Adab), e.g., the intertwining of religion and politics, court culture and fashions, social critiques, gender roles, etc., are read in English.

Credit 3 units. BU: ETH FA: Lit

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**L49 Arab 471. Topics in Modern Arabic Literature in Translation**

Modern Arabic narratives read in English translation foregrounding themes such as the conflict between tradition and modernity, civil war, poverty, alienation, religion and politics, and changing gender roles.

Credit 3 units. A&S: TH BU: ETH FA: Lit

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**L49 Arab 488. Independent Work for Senior Honors**

This course to be taken in the fall semester. Prerequisites: senior standing, eligibility for honors, and permission of the Department. Credit 3 units.

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**L49 Arab 489. Independent Work for Senior Honors**

This course to be taken in the spring semester. Prerequisite: senior standing, eligibility for honors, and permission of the Department. Credit 3 units.

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**L49 Arab 497. Guided Readings in Arabic**

Prerequisites: senior standing, and permission of instructor and Department Chair.

Credit variable, maximum 5 units. A&S: LA

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**L49 Arab 498. Guided Readings in Arabic**

Prerequisites: senior standing, and permission of the instructor and the Department Chair.

Credit 3 units. A&S: LA

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**Contact Person:** JoAnn Achelpohl

**Phone:** 314/935-5110

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**Departmental website:** <http://www.artsci.wustl.edu/~anell/>

## Arts & Sciences: 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 2.5 million years ago to historical studies as recent as the 20th century. To provide a comprehensive understanding of archaeology, the department emphasizes two approaches: the humanistic, which is represented by classical archaeology, and the social scientific, which is represented by anthropological archaeology.

As an archaeology student, you will encounter a range of specialties within the field, from topical studies, such as prehistoric pastoralism, hunter-and-gatherer societies, Mayan archaeology, or Greek and Roman archaeology, to methodological approaches such as historical archaeology, ethnoarchaeology, zooarchaeology, paleoethnobotany, geoarchaeology, geographic information systems (GIS), and radiometric dating. A strength of this institution in anthropological archaeology is the focus upon biologically based studies (paleoethnobotany, zooarchaeology, and GIS) to investigate such questions as the origins of food production or complex societies. The strength of the classical archaeological program capitalizes on ancient documents in investigating the more recent Eurasian human past.

While acquiring basic training in archaeology, you may choose to concentrate on a specific region, such as the Eastern Woodlands of the United States, the Andes, Mesoamerica, Africa, Central Asia, China, or the Mediterranean world. Ancient and/or modern languages, as well as history and art, are essential for some areas of study. A specialized set of courses that meet your goals can be designed in conjunction with your adviser.

Washington University archaeology faculty members are involved in research projects in many regions, such as Central Asia, Northern Africa, Greece, the Andes, the Mayan area, New Mexico, and the Mississippi River valley. With a degree in archaeology, you can work in academia, private consulting firms, government conservation and compliance agencies, and museums. Academic and museum positions generally require graduate-level training.

### Chair

#### David L. Browman

Professor

Ph.D., Harvard University  
(Anthropology)

### Endowed Professor

#### Susan Rotroff

Jarvis Thurston and Mona Van Duyn Professor in the Humanities  
Ph.D., Princeton University

(Classics)

### Professors

#### David Freidel

Ph.D., Harvard University  
(Anthropology)

#### Gayle J. Fritz

Ph.D., University of North Carolina–Chapel Hill  
(Anthropology)

#### T. R. Kidder

Ph.D., Harvard University  
(Anthropology)

#### Fiona Marshall

Ph.D., University of California–Berkeley  
(Anthropology)

#### Sarantis Symeonoglou

Ph.D., Columbia University  
(Art History and Archaeology)

### Associate Professor

#### Jennifer Smith

Ph.D., University of Pennsylvania  
(Earth and Planetary Sciences)

### Assistant Professor

#### Michael Frachetti

Ph.D., University of Pennsylvania  
(Anthropology)

### Senior Lecturer

#### John Kelly

Ph.D., University of Wisconsin–Madison  
(Anthropology)

### Professor Emerita

#### Patty Jo Watson

Edward Mallinckrodt Distinguished University Professor Emerita  
Ph.D., University of Chicago

## The Major in Archaeology

Total units required : 27

Required courses:

ARC 190B. Introduction to Archaeology  
ARC 200C. World Archaeology



### Elective courses:

21 advanced units at the 300/3000 level or above, with no more than 6 units of independent study courses. The 21 advanced units must be distributed such that at least 6 units come from each of the two departmental foci (classical archaeology and anthropological archaeology). Students also must complete at least six weeks or the equivalent of supervised archaeological fieldwork.

## Additional Information

**Internships/Research:** The hands-on experience of archaeological fieldwork is particularly attractive to many students. As an undergraduate major in archaeology, you will complete at least one supervised field project, which is selected to best meet your long-term goals. Most field research projects are small, which allows you 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:** As an archaeology major, you are encouraged to work for Senior Honors, for which you may apply in your junior or senior year. Acceptance into the program is based on your previous academic performance, a proposal accepted by an archaeology faculty member who agrees to supervise your Honors research, and approval of the Archaeology program director. Your Honors thesis will be evaluated by a three-member faculty committee, who recommend honors level.

**Study Abroad:** In addition to field schools in the summer, many students also opt to take a semester abroad, particularly those focusing in classical archaeology.

## The Minor in Archaeology

**Units required:** 15

**Required courses:** The minor in the Interdisciplinary Program in Archaeology requires completion of 15 course credits. The minor should include one of the two introductory courses (ARC 190, and ARC 200), and at least 12 advanced units from 300- and 400-level courses.

## Additional Information

The Archaeology Minor is usually fulfilled by a concentration in either the humanistic or in the social science areas. Thus, the minor will satisfy the Textual and Historical Studies distribution area or the Social Sciences distribution area, depending on which courses the minor includes.

### L52 ARC 130. Fresh Sem: The Ritual Landscape of Cahokia: Perspectives on the Politics of Religion & Chiefly Power

Same as Anthro 130

Credit 3 units. A&S: SS BU: HUM FA: SSP

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### L52 ARC 190B. Introduction to Archaeology

Same as Anthro 190B

Credit 3 units. A&S: SS BU: BA FA: AH

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### L52 ARC 200C. World Archaeology

If we carefully peer beneath the earth's surface, we discover a hidden world that is being rediscovered by archaeologists. A considerable amount of excitement is generated by the discovery of lost civilizations and societies. Archaeologists from every corner of the earth come to Washington University to share their experiences as they use the most sophisticated technology to rediscover those forgotten and sometimes embarrassing aspects of our human past.

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

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### L52 ARC 300. Internship in Archaeology

Internship with an archaeological project or organization where the primary objective is to obtain professional experience outside of the classroom. Student must have a faculty sponsor and a site or project supervisor. Prerequisite: open only to Archaeology majors with junior standing and permission of department.

Credit variable, maximum 3 units. FA: SSP

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### L52 ARC 3053. Nomadic Strategies and Extreme Ecologies

Same as Anthro 3053

Credit 3 units. A&S: SS BU: BA, IS FA: SSP

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### L52 ARC 310C. Ancient Civilizations of the New World

Same as Anthro 310C

Credit 3 units. A&S: TH, CD BU: HUM FA: AH

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### L52 ARC 3122. From Country to Heavy Metal: Ancient Civilizations of the Old World

Same as Anthro 3122

Credit 3 units. A&S: SS BU: IS

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### L52 ARC 314B. Prehistory of North America

Same as Anthro 314B

Credit 3 units. A&S: SS, CD BU: BA FA: SSP

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### L52 ARC 3182. Ancient Africa: Social Mosaics and Environmental Challenges

Same as Anthro 3182

Credit 3 units. A&S: SS, CD

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**L52 ARC 318C. Prehistory of Africa**

Same as Anthro 318C

Credit 3 units. A&S: SS, CD BU: BA, HUM, IS FA: SSP

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**L52 ARC 3211. Art in the Egypt of the Pharaohs**

Same as Art-Arch 3211

Credit 3 units. A&S: TH, CD BU: HUM FA: AH

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**L52 ARC 3301. Homeric Archaeology**

Same as Art-Arch 3301

Credit 3 units. A&S: TH, CD BU: IS FA: AH

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**L52 ARC 3304. Bones to Behavior: Undergraduate Research in the Lab and at the Zoo**

Same as Anthro 3304

Credit 3 units. A&S: NS BU: BA

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**L52 ARC 3305. Bones to Behavior II**

Same as Anthro 3305

Credit 3 units. A&S: SS

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**L52 ARC 331. Greek Art and Archaeology**

Same as Art-Arch 331

Credit 3 units. A&S: TH BU: HUM FA: AH

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**L52 ARC 334. Roman Art and Archaeology**

Same as Art-Arch 334

Credit 3 units. A&S: TH BU: HUM FA: AH

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**L52 ARC 3351. The Ancient Maya: Archaeology and History**

Same as Anthro 3351

Credit 3 units. A&S: SS, CD

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**L52 ARC 336. Ancient Sanctuaries: The Archaeology of Sacred Space in the Ancient Mediterranean**

Same as Art-Arch 336

Credit 3 units. A&S: TH, CD BU: HUM FA: AH

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**L52 ARC 3369. Underwater Archaeology**

Survey of the history, techniques, and results of underwater excavation worldwide, with emphasis on the ancient Mediterranean. Prerequisite: Archaeology 190 or 200, or permission of instructor.

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L52 ARC 345E. The Art and Archaeology of Ancient China**

Credit 3 units. A&S: TH BU: IS FA: SSP

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**L52 ARC 3461. Native Americans at Westward Expansion**

Same as Anthro 3461

Credit 3 units. A&S: SS, CD FA: SSP

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**L52 ARC 3475. Fantastic Archaeology**

Same as Anthro 3475

Credit 3 units. A&S: SS BU: BA

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**L52 ARC 347B. Ancient Mound Builders of the Mississippi Valley**

Same as Anthro 347B

Credit 3 units. A&S: SS, CD BU: BA FA: SSP

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**L52 ARC 372. Geoarchaeology**

Same as Anthro 372

Credit 3 units. A&S: SS

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**L52 ARC 373. Introduction to GIS for Anthropologists**

Same as Anthro 373

Credit 3 units. A&S: SS

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**L52 ARC 374. Social Landscapes in Global View**

Same as Anthro 374

Credit 3 units. A&S: SS

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**L52 ARC 379. Feast or Famine: Archaeology and Climate Change**

Same as Anthro 379

Credit 3 units. A&S: SS

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**L52 ARC 3793. Mississippi River Basin: Past, Present, and Future**

Same as Anthro 3793

Credit 4 units. A&S: SS

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**L52 ARC 3932. Introduction to Archaeological Field Survey**

Same as Anthro 3932

Credit 3 units. A&S: SS EN: SS FA: SSP

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**L52 ARC 399. Undergraduate Teaching Assistant**

Open to advanced undergraduates only. Usual duties of teaching assistant in laboratory or other selected courses. Prerequisite: permission of instructor.

Credit 3 units.

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**L52 ARC 4020. Jerusalem, The Holy City**

Same as JNE 4020

Credit 5 units. A&S: TH, CD, SD

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**L52 ARC 403. Culture and History of the Southwestern United States**

Same as Anthro 403

Credit 3 units. A&S: SS, CD FA: SSP

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**L52 ARC 420. Plundered Past: Archaeology's Challenges in the Modern World**

Same as Anthro 4240  
Credit 3 units. A&S: TH, CD

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**L52 ARC 421. Minoan and Mycenaean Archaeology**

Credit 3 units. A&S: TH, CD FA: SSP

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**L52 ARC 4211. Paleoethnobotany and Ethnobotany**

Same as Anthro 4211  
Credit 3 units. A&S: SS, WI FA: SSP

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**L52 ARC 4213. Plants and American People: Past and Present**

Same as Anthro 4213  
Credit 3 units. A&S: SS FA: SSP

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**L52 ARC 4214. The Archaeology of Food and Drink**

Same as Anthro 4214  
Credit 3 units. A&S: SS

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**L52 ARC 426. Ancient Athens**

Same as Classics 426  
Credit 3 units. A&S: TH, CD BU: HUM FA: AH

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**L52 ARC 427. Athenian Vase Painting**

Same as Art-Arch 427  
Credit 3 units. A&S: TH

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**L52 ARC 4321. Ancient Coins**

Same as Art-Arch 4321  
Credit 3 units. A&S: TH FA: AH

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**L52 ARC 437. Greek Sculpture**

Same as Art-Arch 437  
Credit 3 units. A&S: TH FA: AH

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**L52 ARC 4371. Greek and Roman Pottery**

Same as Art-Arch 4371  
Credit 3 units. A&S: TH FA: AH

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**L52 ARC 455. Archaeological Research Techniques**

Same as Anthro 455  
Credit 3 units. A&S: SS FA: SSP

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**L52 ARC 4561. Ceramic Analysis**

Credit 3 units. A&S: SS FA: SSP

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**L52 ARC 4562. Artifact Analysis: Mississippian Cultures**

Same as Anthro 4562  
Credit 3 units. A&S: SS FA: SSP

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**L52 ARC 4661. Historical Archaeology**

Same as Anthro 4661  
Credit 3 units. A&S: TH, CD, WI FA: SSP

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**L52 ARC 4682. Ethnoarchaeology**

Same as Anthro 4682  
Credit 3 units. A&S: TH, CD FA: SSP

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**L52 ARC 4752. Practicing Archaeology**

Credit 3 units. A&S: SS, WI

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**L52 ARC 4761. Pleistocene Peopling of Eurasia**

Same as Anthro 4761  
Credit 3 units. A&S: SS FA: SSP

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**L52 ARC 477. African Prehistory**

Same as Anthro 477  
Credit 3 units. A&S: SS FA: SSP

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**L52 ARC 4771. Out of the Wild: Domestication and Socioeconomic Diversity in Africa**

Same as Anthro 4771  
Credit 3 units. A&S: SS, WI

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**L52 ARC 479. Climate, Culture, and Human History**

Same as Anthro 479  
Credit 3 units. A&S: NS

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**L52 ARC 4791. Archaeological Study of Social Complexity**

Same as Anthro 4791  
Credit 3 units. A&S: SS

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**L52 ARC 4792. The Many Paths Leading Toward the Creation of the Ancient City**

Same as Anthro 4792  
Credit 3 units. A&S: SS

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**L52 ARC 4802. Theories and Practice of Landscape Archaeology**

Same as Anthro 4802  
Credit 3 units. A&S: SS

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**L52 ARC 4803. Advanced GIS Modeling and Landscape Analysis**

Same as Anthro 4803  
Credit 3 units. A&S: SS

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**L52 ARC 481. Zooarchaeology**

Same as Anthro 481  
Credit 3 units. A&S: SS FA: SSP

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**L52 ARC 482. Experimental Zooarchaeology**

Credit 3 units. A&S: SS FA: SSP

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**L52 ARC 484. Paleoenvironmental Reconstruction**

Same as EPSc 484

Credit 3 units. A&S: NS

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**L52 ARC 489. Pathways to Domestication**

Same as Anthro 489

Credit 3 units. A&S: SS FA: SSP

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**L52 ARC 4892. Hunter-Gatherer Socio-Economic Variation**

Same as Anthro 4892

Credit 3 units. A&S: SS FA: SSP

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**L52 ARC 4893. Pastoral Nomads of the Past**

Same as Anthro 4893

Credit 3 units. A&S: SS

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**L52 ARC 491. Archaeological Research**

Undergraduate research experience sponsored by one of the archaeology staff. May be taken more than once for credit. Prerequisite: permission of the faculty member under whom the research will be done. Credit 1-3 units.

Credit variable, maximum 3 units. A&S: SS FA: SSP

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**L52 ARC 492. Independent Studies**

Supervised independent research. For advanced undergraduates only. Prerequisite: permission of the faculty member under whom the work will be done. Credit 1-3 units.

Credit variable, maximum 3 units. FA: SSP

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**L52 ARC 493. Honors Thesis**

Limited to students accepted into the honors program. Prerequisite: permission of department.

Credit 3 units. A&S: SS FA: SSP

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**L52 ARC 497. Senior Project**

Designed for majors in Archaeology who have not satisfied their college capstone experience in another manner, or who are not satisfying this requirement through ARC 493 Honors Thesis. This course involves a structured research assignment, internship, fieldwork, or independent project under the supervision of one of the department's faculty. Limited to students in the junior level and above. Permission of instructor who will supervise the work is required.

Credit variable, maximum 3 units. A&S: SS FA: SSP

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**L52 ARC 498. Intensive Writing Course: Archaeology**

Designed for majors who have not satisfied their college writing requirement in another fashion. This course ordinarily is taken in tandem with another 300- or 400-level course in Archaeology, with the required permission to enroll granted by the instructor in that course. The student prepares a portfolio of papers, which undergo revision and rewriting, as assigned by that course instructor. In some cases, this writing intensive course may be taken as an independent study course with one of the Archaeology professors. This latter option requires permission of both the department and the instructor. When the course is integrated with another 300- or 400-level course, credit is limited to 1 unit. If taken as an independent study course, credit is no more than 3 units. Permission of instructor required; limited to juniors and seniors.

Credit variable, maximum 3 units. A&S: SS, WI FA: SSP

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**Contact Person:**

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**Departmental website:**

<http://archaeology.artsci.wustl.edu/>

# Arts & Sciences: Art History and Archaeology

Art history provides the opportunity to explore visual culture, as well as the social, aesthetic, and personal values that help shape it.

Students are introduced to the study of art history and archaeology through general introductory courses that focus on European, Asian, and American art, as well as world archaeology. In more advanced courses, students enjoy studying original works of art owned by the Washington University Mildred Lane Kemper Art Museum, the Saint Louis Art Museum, the Pulitzer Foundation, and local private collectors. Students also are invited on annual field trips organized by the faculty to visit cities with major museum collections.

A variety of career paths are available to majors in art history and archaeology. Many graduates earn advanced degrees in both related and unrelated fields and work in museums or academia or for art publishers, commercial art galleries, auction houses, nonprofit organizations, and other arts-related organizations.

## Chair

### Elizabeth C. Childs

Associate Professor  
Ph.D., Columbia University

## Endowed Professors

### Susan Rotroff

Jarvis Thurston and Mona Van Duyen Professor in the Humanities  
Ph.D., Princeton University  
(Classics)

### William E. Wallace

Barbara Murphy Bryant Distinguished Professor of Art History  
Ph.D., Columbia University

## Professors

### Angela Miller

Ph.D., Yale University

### Sarantis Symeonoglou

Ph.D., Columbia University

## Associate Professor

### John Klein

Ph.D., Columbia University

## Assistant Professor

### Alicia Walker

Ph.D., Harvard University

## Affiliated Faculty

### Eric Mumford

(College of Architecture, Sam Fox School of Design & Visual Arts)

## Professor Emeriti

### Mark S. Weil

E. Desmond Lee Professor Emeritus  
Ph.D., Columbia University

## Affiliated Curators, Mildred Lane Kemper Art Museum, Washington University

### Sabine Eckmann

Director and Chief Curator  
Ph.D., University of Erlangen–Nürnberg

### Karen K. Butler

Assistant Curator  
Ph.D., Columbia University

### Meredith Malone

Assistant Curator  
Ph.D., University of Pennsylvania

## Affiliated Curators and Directors, Saint Louis Art Museum and Pulitzer Foundation

### Brent Benjamin

M.A., Williams College

### David Conradsen

M.A., University of Delaware

### Francesca Herndon-Consagra

Ph.D., Johns Hopkins University

### Phillip Hu

M.A., Institute of Fine Arts, New York University

### Eric Lutz

Ph.D., University of California–Santa Barbara

### Judith Mann

Ph.D., Washington University

### Tricia Paik

Ph.D., Institute of Fine Arts, New York University

**Matthew Robb**

Ph.D., Yale University

**Andrew Walker**

Ph.D., University of Pennsylvania

**Matthias Waschek**

Ph.D., University of Bonn

## The Major in Art History and Archaeology

**Total units required:** 30

**Required courses:**

Art-Arch 111. Introduction to Asian Art

Art-Arch 112. Introduction to Western Art

**Elective credits:**

24 upper-level (300-400) art history credits. One 300- or 400-level course is required in *three of the five* distribution areas: Ancient/Medieval, Renaissance/Baroque, European and American Modern, non-Western, and Architecture.

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, Greek, Latin, or both will be useful. Similarly, Chinese, Japanese, Hindi or Arabic, for example, will be useful for a concentration in non-Western art. Majors also are encouraged to take studio courses in art and/or architecture in the Sam Fox School of Design & Visual Arts.

### Additional Information

**Internships:** Internships in the curatorial and education departments of the Saint Louis Art Museum or the Washington University Mildred Lane Kemper Art Museum or in one of the St. Louis area commercial galleries are available to undergraduate art history and archaeology majors. Students may enroll in up to 3 credit hours of a voluntary internship, or secure a paid internship for no credit. Such internships provide invaluable experience and may help lead to employment opportunities after graduation.

**Study Abroad:** Students are encouraged to participate in a variety of international programs available in a number of overseas locations. Although students are strongly encouraged to acquire and use foreign languages, programs based in English also are available in most countries. Students may work with their adviser or the department's Study Abroad adviser to find the program that best meets the students' particular interests and needs.

**Senior Honors:** Exceptional students who hold an average of A- (3.60) or better in advanced courses (300-level or higher) 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 in fall and spring semester of the senior year), which is defended before at least two faculty members from the department.

## The Minor in Art History and Archaeology

**Units required:** 18

**Required courses:**

Art-Arch 111. Introduction to Asian Art (spring)

Art-Arch 112. Introduction to Western Art (fall) \*

\* A score of 4 or 5 on the AP Art History exam may be substituted for this course. To substitute a 4 or 5 on the AP Art History exam, you must earn at least a B in a related upper-division departmental course.

**Elective courses:**

Four courses at the 300 level or above must be from at least two of the following four areas:

1. Ancient Mediterranean and Medieval Art and Archaeology
2. European Renaissance and Baroque Art
3. Modern American and European Art
4. Non-Western Art and Archaeology (ex. Asian, Islamic)
5. Architecture

Each of these upper-level courses must be taken for a letter grade.

### Additional Information

Courses at the 200 level and 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 departments (including courses in the Sam Fox School of Design & Visual Arts) do not count for the minor unless they are cross-listed as Art History & Archaeology courses at the 300 level or above. At least two of the 300-level courses must be completed in residence at Washington University. Space in 400-level seminars is limited, and majors will be given priority over minors, even from wait lists. Internship credit may not be applied to the minor but does count toward graduation. To declare a minor, students must have completed at least four of the six required courses.

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**L01 Art-Arch 106. Freshman Seminar-Van Gogh and the Avant-Garde**

This freshman seminar focuses on the art and career of Vincent Van Gogh, and his relationship to artists of the 1880s in France. We explore his art in connection to the movements of Impressionism, Japonism, and Symbolism. We examine the avant-garde world of Paris, and Van Gogh's relationship to such figures as Gauguin, Bernard, and Toulouse-Lautrec. The larger current of fin-de-siècle nostalgia for the countryside informs our study of his work in the south of France. Van Gogh's life and the critical reception of his art offer an excellent opportunity to study how the legends of modern art are formed. Visits to the St. Louis Art Museum complement our study. Readings include the artist's letters, critical studies, and biographies of Van Gogh and key figures in his circle. No prerequisite, but either Art-Arch 112 or co-enrollment with Art-Arch 211 is recommended.

Credit 3 units. A&S: LA BU: HUM FA: AH

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**L01 Art-Arch 107. Freshman Seminar: Public Art/Art and its Publics in St. Louis**

The course considers the history and functions of public art, with special attention to public art in St. Louis. Part of our investigation is to inquire into the conditions that seem to be necessary for visual art to be considered public. So we consider not only the obvious forms of public art in urban sculpture and murals, but also less traditional intersections of art and public in such sites as video and the internet. We also examine the operations of institutions-national and local arts agencies, international exhibitions, nonprofit centers and the like-that foster a public engagement with contemporary art. After studying aspects of the history of public art, we proceed to selected case studies today, many of them in St. Louis, including projects for Arts in Transit (the MetroLink), the Regional Arts Commission, Grand Center, and Missouri SOS (Save Outdoor Sculpture). This leads us, finally, to theorize the function of public art in a variety of contemporary forms. Local field trips to study important public art; visiting speakers from arts agencies; student projects proposing a work of public art in St. Louis, which acquaints students with procedures in arts administration.

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

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**L01 Art-Arch 108. FOCUS: Constantinople, Queen of Cities: Part I**

Same as Focus 108

Credit 3 units. A&S: TH, CD BU: HUM

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**L01 Art-Arch 1081. FOCUS: From Constantinople to Istanbul**

Same as Focus 1081

Credit 1 unit. A&S: TH

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**L01 Art-Arch 109. Freshman Seminar**

Same as Comp Lit 115

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L01 Art-Arch 111. Introduction to Asian Art**

Selected topics in the arts of South and East Asia from earliest times to the present day. Emphasis on the cultural setting and roles of the arts in Asian societies. Attention to cross-cultural comparisons and to media and technique. Classroom lectures; smaller, biweekly discussion sections. No prerequisite.

Credit 3 units. A&S: LA, CD BU: HUM, IS

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**L01 Art-Arch 112. Introduction to Western Art**

A discussion of painting, sculpture, and architecture of the Western world from ancient Egypt to the present with emphasis on the relationship of art to society and to political and cultural events. Classroom lectures; smaller biweekly discussion sessions. No prerequisite.

Credit 3 units. A&S: LA

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**L01 Art-Arch 120. Majors' Colloquium**

This one-credit course provides students the chance to explore opportunities available to majors in the history of art and archaeology both during their time at Washington University and post-graduation. It was developed in response to the suggestion of past graduating seniors, who requested more formal guidance in professional development. Topics discussed include, among others: securing internship and fieldwork experience; preparing for an honors thesis; applying to graduate school in Art History and Archaeology; preparing for careers in museum, gallery, and academic fields; and transferring the undergraduate degree to graduate programs in business, law, and medicine. Guest speakers from the University and from the St. Louis community attend various sessions to provide current professional perspective on relevant topics. Prerequisite: a declared major in Art History and Archaeology. Other students with a strong interest in Art History and Archaeology are admitted at the discretion of the instructor.

Credit 1 unit. A&S: TH

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**L01 Art-Arch 131. Art and War at the Dawn of Civilization**

War is evil and has caused great harm to society. Contrary to commonly held belief, war-as opposed to strife-is neither a natural state of mankind nor has it always been a necessary evil. This course explores the origins, development, and impact of warfare by examining works of art. Warfare emerged during the Bronze Age and was documented not in historical treatises but in various works of art and architecture that need art historical interpretation. In this class, we analyze normal strife as documented in predynastic Egypt and the more normal state of affairs in predynastic Mesopotamia, where there was no war whatsoever but the society was instead completely matriarchal. We then witness how the discovery of metallurgy ca. 3000 bce quickly brought about



warfare in Mesopotamia and follow the extraordinary developments of warfare in the ancient world that gradually made it the necessary evil we know today. No prerequisite.

Credit 3 units. A&S: TH

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**L01 Art-Arch 190B. Introduction to Archaeology**

Same as Anthro 190B

Credit 3 units. A&S: SS BU: BA FA: AH

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**L01 Art-Arch 200C. World Archaeology**

Same as ARC 200C

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

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**L01 Art-Arch 211. Introduction to Modern Art**

A survey of major developments in European and American art from the late 19th century to present. Focus is on both the aesthetics of modernism and its evolving cultural and political context. Major movements discussed include Impressionism, Symbolism, Cubism, Fauvism, Surrealism, Abstract Expressionism, Pop Art, Minimalism, Postmodernism, Conceptual Art, and issues in Contemporary Art. Classroom lectures; smaller biweekly discussion sessions. No prerequisite.

Credit 3 units. A&S: LA BU: HUM FA: AH

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**L01 Art-Arch 220. Introduction to Film Studies**

Same as Film 220

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

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**L01 Art-Arch 225. Matisse and Picasso**

These artists are considered individually and in relation to such artistic movements as Cubism, Fauvism, and Surrealism. Examines work in all media (painting, sculpture, decorative arts, theater, and printmaking). Explores response to the political environment of modern France, including the two World Wars. Weekly class meetings, plus several required visits to local museums. Class limited to 10. Prerequisite: Art-Arch 112E or 211E, or permission of instructor.

Credit 3 units. A&S: TH BU: HUM FA: AH

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**L01 Art-Arch 230. Visual Culture**

Same as Hum 230

Credit 3 units. A&S: TH

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**L01 Art-Arch 232. Myths and Monuments of Antiquity**

An introduction to the ancient world (ca. 3500 bce to ad 400) based on masterpieces of art and architecture from Mesopotamia, Egypt, Greece, and the Roman Empire. The monuments are accompanied by a selection of myths and documents representing the cultural life of these ancient societies and constituting their legacy to our modern world.

Credit 3 units. A&S: LA, CD

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**L01 Art-Arch 250. African Art: From Traditional to the Contemporary**

This course is designed to engage the broad diversity of art in Africa and African artistic consciousness and aesthetics from early rock paintings of the San Art Movement to the present. However, the organizing principle is not a time bound system of "development" in the Western sense, but instead hinges on an engagement of particular aesthetic trajectories that embody specific cultural concerns. The goals of the course are to expand students understanding of African Art in the context of African history and cultural values; introduce students to non-Western concepts of time, metaphysics and the notion of "art" itself; to explore the notion of "the Classical" in a non-Western context; relate artistic movements in Africa to movements in other parts of the world; and to gain a comprehensive understanding of artistic production in conversation with historic cycles and events. No prerequisite.

Credit 3 units. A&S: TH, CD

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**L01 Art-Arch 299. Internship in the Art Community**

Prerequisite: a major or minor in Art History, permission of the undergraduate adviser requested in advance, and a letter from the sponsoring institution stating the nature of the internship.

Credit variable, maximum 3 units. FA: AH

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**L01 Art-Arch 3001. Writing Intensive in Art History and Archaeology:**

Selected topics in Art History and Archaeology. Writing-intensive course-topics vary. See current semester listings. Prerequisite: permission of the instructor.

Credit 3 units. A&S: TH, WI BU: HUM

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**L01 Art-Arch 3010. Topics in Art History:**

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

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**L01 Art-Arch 307. Northern Renaissance Art**

A survey of the major artistic developments in Northern Europe, ca. 1400-1575. The course looks at the production of painting, sculpture, printmaking, drawing, manuscript illumination and architecture in social, political, and religious contexts. The major artists covered include Jan van Eyck, Rogier van der Weyden, Albrecht Durer, Hans Holbein, Hieronymus Bosch, and Pieter Bruegel the Elder.

Credit 3 units. A&S: TH BU: HUM FA: AH

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**L01 Art-Arch 311C. Ancient Civilizations of the New World**

Same as Anthro 310C

Credit 3 units. A&S: TH, CD BU: HUM FA: AH

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**L01 Art-Arch 3161. Special Topics in Printmaking: History and Practice of Printmaking**

This course focuses on the history and creation of prints. We examine the specificities of the medium, historically and in the present, that contribute to its particular meaning, and that render it distinct from other forms of visual culture. Ideas of expression, interpretation, and ideological investment are seen on the continuum that ranges from the highly personal relationship of a print to its maker, to the commodification of the print within popular culture. Weekly lectures on the history of prints complement the studio sessions, as do field trips to studios of St. Louis artists, and visits to local museums. We look at prints in their historical role as reproductions in a prephotographic age, as representations of shared religious and social values, and as vehicles of social or political critique. Artists discussed include, among others, Durer, Rembrandt, Daumier, Degas, Gauguin, Kirchner, Kollwitz, Warhol, Spero, Rauschenberg, Gonzales-Torres and Kiki Smith. All students make prints, and all write critical and historical analyses. Prerequisite: Art-Arch 112 (Introduction to Western Art).

Credit 3 units. A&S: TH BU: HUM FA: AH

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**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 (ca. 3000-1100 bc) The great monuments of Egypt are 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: TH, CD BU: HUM FA: AH

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**L01 Art-Arch 3301. Homeric Archaeology**

The art and culture of prehistoric Greece as reflected in The Iliad and The Odyssey of Homer. The course examines, analyzes, and researches the Minoan/Mycenaean civilization and its legacy that resulted in the renaissance of the 8th century bc. Topics range from the 20th to the 8th centuries bc and focus on major sites such as Knossos, Phaistos, and Mycenae, burial customs, trade, warfare, and the emergence of the Greek city-state. No prerequisite.

Credit 3 units. A&S: TH, CD BU: IS FA: AH

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**L01 Art-Arch 331. Greek Art and Archaeology**

A survey of the artistic achievements and material culture of the Greeks from ca. 1000 bc to the birth of Christ (Iron Age through the Hellenistic period). Development of architecture, sculpture, and painting, as well as minor arts and utilitarian objects, with emphasis on the insights they offer into Greek society and interactions with the wider Mediterranean world.

Credit 3 units. A&S: TH BU: HUM FA: AH

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**L01 Art-Arch 334. Roman Art and Archaeology**

The art and archaeology of the Romans, with emphasis on the late Republic and the Imperial period. Major monuments of sculpture and architecture, as well as town planning, domestic architecture, and the minor arts are used as evidence for reconstructing ancient life.

Credit 3 units. A&S: TH BU: HUM FA: AH

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**L01 Art-Arch 336. Ancient Sanctuaries: The Archaeology of Sacred Space in the Ancient Mediterranean**

Like the Vatican today, ancient sanctuaries were both the focus of religious activities and repositories for artistic treasures. Marked off from the secular world by physical boundaries, the sanctuary provided a common ground where gods and humans came together through sacrifice, shared meals, and other rituals. Shrines were often spectacularly sited and adorned with splendid architecture with both temples for the divinities and treasuries for the gifts they received. The course focuses on the great shrines of ancient Greece: Eleusis, the setting of the mysteries of Demeter; Olympia, home of the Olympic games.

Credit 3 units. A&S: TH, CD BU: HUM FA: AH

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**L01 Art-Arch 338A. Aesthetics: The Aesthetics of the Interface/Media and the Arts as Windows onto the World**

Same as Comp Lit 438

Credit 3 units. A&S: TH FA: AH, SSP

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**L01 Art-Arch 341. Arts of China, India & Japan**

Credit 3 units. A&S: TH

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**L01 Art-Arch 3419. Dragons, Buddhas, and Scholars: East Asian Painting Traditions**

This lecture course provides an introduction to the history of Chinese, Korean, and Japanese painting. We begin by examining China's oldest extant paintings, which were unearthed from the medieval tombs of the Han dynasty (220 bc-206 bc), and then investigate paintings of each imperial period through the modern era (1912-1979). We then explore the prehistoric and Three Kingdoms period (57 bc-668 ad) tomb paintings of Korea, as well as Buddhist paintings of the Unified Silla (668-935) and later imperial dynasties. Japanese paintings include Buddhist, courtly, and secular works from the Asuka period (552-645) to the contemporary era. Overarching issues throughout the course include: the role of Buddhism and how the faith and its artistic styles changed throughout these three cultures; the impacts of international cultural, courtly, and religious contacts; and considerations of why specific works are considered "masterpieces." Prerequisite: Art-Arch 111 (Introduction to Asian Art) or permission of instructor.

Credit 3 units. A&S: TH, CD

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**L01 Art-Arch 3427. Buddhas, Gods, Emperors, and Conquerors: Indian Painting from the 6th c. to present**

This course aims to provide students with considerable knowledge about specific paintings and artistic trends in South Asia, as well as basic knowledge of South Asian religion and history. The course engages in critical analyses of the painting traditions of a range of sacred (Buddhist, Jain, Hindu, Islamic) and secular (courtly and popular) South Asian cultures from the 6th century ad to present. The course utilizes paintings to investigate the cultures that produced them, paying special attention to the religious, historical, political, and philosophical contexts in which they were created.

Credit 3 units. A&S: TH, CD

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**L01 Art-Arch 3512. Introduction to Medieval Islamic Art: The Fatimids**

The first section of this course introduces medieval Islamic art and architecture from the emergence of Muhammad and the rise of Islam in the early 7th century, through the caliphate of the Syrian Umayyads, to the dissolution of the Abbasid Empire in the tenth century. Special attention is paid to issues of particular importance to Islamic art, including aniconism, the role of calligraphy as an expressive art form, and the relation of early Islamic art to the traditions of other late antique cultures, especially Byzantium and the Sasanian Empire. The remainder of the semester focuses on the art and architecture of the Fatimid dynasty, which ruled an extensive empire across North Africa and the Near East from the 10th to the 12th centuries. The course pays particular attention to the social and historical contexts in which objects and monuments were created and used.

Credit 3 units. A&S: TH, CD BU: HUM

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**L01 Art-Arch 3525. Introduction to Medieval Art and Architecture of Europe and the Mediterranean: 300- 1500**

This course surveys the artistic achievements of diverse cultures in the medieval Mediterranean world, including Western Europe, Byzantium, Islam, and Judaism. A broad geographic and chronological span-from England to the Near East; from the establishment of Constantinople in the 330s to the late 15th-century paintings of Western Europe-allows for full exposure to the rich variety of objects and monuments that fall under the rubric of "medieval" art. The course provides a solid foundation from which to pursue advanced study of art from specific medieval cultures and serves as a valuable complement to medieval courses in other disciplines.

Credit 3 units. A&S: LA, CD BU: HUM

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**L01 Art-Arch 3527. Art, Architecture, and Ideology in Medieval France: The Reign of Louis IX**

Louis IX (r. 1226-1270) was not only one of the most famous medieval European rulers but also a renowned patron of the arts. During his rule, France-and especially its capital, Paris-claimed status as one of the great artistic centers of the world. Extant buildings and objects allow us to trace these achievements, while ample textual documentation from the era helps illuminate the contexts in which these works of art and architecture were used and through which they conveyed meaning.

Credit 3 units. A&S: TH, CD BU: HUM

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**L01 Art-Arch 3528. Introduction to Early Medieval Art and Architecture**

This course surveys the artistic achievements of the medieval era in Western Europe from the 4th to the 9th century and in the eastern Mediterranean from the 4th to the 13th century. In addition to early Christian art of the late Roman, Carolingian, Ottonian, Anglo-Saxon, and Byzantine worlds, we also consider works of art and architecture from the medieval Islamic and Jewish spheres as well as arts of the Migration Period. A broad geographic and chronological span-from England to the Near East and Constantinople to Spain; from the establishment of Constantinople in the 330s to cross-cultural exchange of the Crusader era-allows for full exposure to the rich variety of objects and monuments that fall under the rubric of early medieval art.

Credit 3 units. A&S: TH, CD

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**L01 Art-Arch 3529. Medieval Icons: Painting before the Renaissance**

Portable painting is commonly perceived as an art form of the Renaissance, when artists to an unprecedented degree utilized the surface of canvas or wood panels to create virtual windows onto the world. But Renaissance painting developed in large part from medieval icons, which functioned as objects of religious devotion and veneration. This course traces the evolution of Christian portable paintings from their origins in the late antique and Byzantine worlds to the earliest decades of the European Renaissance. Special attention is paid to the impact of Eastern icons on Western devotional images in the 12th to 13th centuries. We are concerned with the function of paintings as much as their aesthetics, examining how the emphasis on their cultic versus artistic value shifted for the medieval to Renaissance periods. Cross-cultural interaction in the Mediterranean world is of particular importance to our discussion, with historical phenomena such as the Crusades and the proselytizing efforts of European Mendicant Orders receiving special attention.

Credit 3 units. A&S: TH

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**L01 Art-Arch 3541. Byzantine Icons in Byzantine Life**

The contemporary eye commonly sees the Byzantine icon as a static and unreal image of foreboding religiosity. But Byzantines saw their icons as full of life and believed these objects provided access to the divine figures pictured there within. Produced before the modern phenomenon of the "display object," Byzantine icons were touched, kissed, held, and even eaten, all in an effort to gain assistance from the holy persons they represented. This course introduces the history of Byzantine icons, addressing their function in religious and secular life of the private and the public realms. It focuses on the "anthropology" of the icon, examining ways in which these objects were used in personal and public rituals and how these works of art reflected shifts in Byzantine religious doctrine and social ideology. Beginning with the emergence of icons in the first centuries of Christianity, we follow their zenith in popularity through pilgrimage and monastic cults of the 6th and 7th centuries. We then consider the period of Iconoclasm (720s-840s), and its effects on the production, alteration, and function of images in Byzantium. The post-Iconoclastic reintroduction of religious imagery is examined with particular attention to the role of miraculous icons in the promotion of imperial and civic authority and the function of monumental and portable images in the middle Byzantine liturgy. Tracing the trajectory of Byzantine icons into the late Byzantine and modern eras, we address parallels and differences in the use and ideology of images in Byzantium and Western medieval Europe; the contribution of Byzantine icons and image theory to the development of Renaissance art; and the possible impact of the Byzantine icon on modern artists, including the Impressionists, the Bloomsbury Group, and Andy Warhol.

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

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**L01 Art-Arch 3545. The Art and Architecture of Ancient Mesoamerica: Objects of Ritual, Places of Power**

This course examines the artistic and architectural achievements of the civilizations of ancient Mesoamerica, a cultural region covering most of modern-day Mexico, Guatemala, Belize, and Honduras. From the emergence of complex societies in the second millennium bc through the rise of the spectacular cities of the Maya and ending with the violent fall of the Aztec Empire in the 16th century ad, rulers of ancient Mesoamerica relied on a consistent set of themes, images, and media to proclaim their religious and political authority. This class explores how artists, farmers, priests, elites, kings, and other community members created a vast array of images and objects that expressed cultural ideals; political and religious narratives; and distinct ethnic and civic identities. Prerequisite: Art-Arch 112; Arch 200, Arch 335; or permission of the instructor.

Credit 3 units. A&S: TH

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**L01 Art-Arch 360. Renaissance Architecture**

The modern concept of the architect as creator and genius began with Filippo Brunelleschi, the great innovator of 15th-century Florentine art. The course explores the spread of architecture and architectural theory as it begins in the hands of the innovator and is expressed and changed by other men of genius such as Leon Battista Alberti, Donato Bramante, Michelangelo Buonarroti, and Andrea Palladio.

Credit 3 units. A&S: TH BU: HUM FA: AH

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**L01 Art-Arch 362. High Renaissance Art**

A general survey focusing on such outstanding figures of the period as Botticelli, Leonardo da Vinci, Michelangelo, Bellini, Giorgione, Titian.

Credit 3 units. A&S: TH BU: HUM FA: AH

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**L01 Art-Arch 3620. Mannerism in Italy**

This course surveys the various embodiments of Mannerism, "maniera," or what has been called the "stylish style," in Italian art following in the wake of the High Renaissance. The nature of this self-conscious response to the achievements of Raphael, Michelangelo, and the revival of the antique has resisted easy classification both in contemporary writings and modern scholarship. The works of the "maniera" have been framed both in terms of decadence and refinement. The period was also a time of great social and religious upheaval, leading some to define Mannerism as a style of crisis. On the other hand, the deliberate elegance and grace that characterizes so many works responded to the tastes of court society. The course addresses the conflicting definitions of Mannerism by analyzing the works of art themselves and placing them in their social and cultural contexts.

Credit 3 units. A&S: TH BU: HUM FA: AH

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**L01 Art-Arch 3623. Since 1960: Art, Criticism, and Theory**

This course considers recent movements in European and American Art, including Pop, Minimalism, Conceptualism, Performance, Postmodernism, and Installation Art, in their social and historical contexts. We examine the dialogue between visual works and critical and theoretical texts. Prerequisite: Art-Arch 112 or permission of instructor.

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

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**L01 Art-Arch 362B. High Renaissance Art**

A general survey focusing on such outstanding figures of the period as Botticelli, Leonardo da Vinci, Michelangelo, Bellini, Giorgione, Titian.

Credit 3 units. A&S: TH BU: HUM FA: AH

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**L01 Art-Arch 3652. Italian Baroque Art**

A survey of baroque art in Italy, from its origins in the middle of the 16th century until its late phase at the end of the 17th century. The course examines some of the factors that led to the Baroque in the intellectual and theological debates surrounding the Protestant and Catholic Reformations and the stylistic initiatives that began in the workshops of Michelangelo and Raphael, with special attention to the role of Federico Barocci, introducing new research for an upcoming exhibition on that artist. The course looks at how these and other factors fostered a style of spatial dynamism, expressive coloration, viewer involvement, and psychological subtlety. Topics discussed include the renewed interest in the early Christian church, the role of women artists, workshop practice, artists' materials, the role of patronage, and some of the theoretical debates that governed the creation and reception of the visual arts in 17th-century Italy. Artists include Caravaggio, Artemisia Gentileschi, Annibale Carracci, Guido Reni, Guercino, Bernini, and Pietro da Cortona. 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: TH

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**L01 Art-Arch 3671. Michelangelo: Painter, Sculptor, Architect**

An examination of his life, his work, and his time. A consideration of the artist's painting, sculpture, and architecture in relation to his contemporaries and to the broad historical, political, and artistic currents of his day. Prerequisite: Art-Arch 112.

Credit 3 units. A&S: TH BU: HUM FA: AH

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**L01 Art-Arch 370. The American West: The Image In History**

Examines representations of the American West and of the frontier encounter between Euro-American and Native American cultures, from the early 19th to the early 20th centuries. We consider travel accounts, fiction painting, ledger drawings, photography, and film in order to analyze the ways in which historical circumstances have shaped artistic and literary representations. At the same time, we look at how images and texts have shaped formative myths about the West that in turn leave their impact on history.

Credit 3 units. A&S: TH, CD BU: HUM FA: AH

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**L01 Art-Arch 3712. Art & Culture in America's Gilded Age**

Developments in American culture from the end of the Civil War to the turn of the century: novels, buildings, images, public and private spaces of this transitional period—a time of new class formation, of unparalleled social diversity, and of new urban forms. The connections between art, literature, and social experience. Representative figures include Henry James, Henry Adams, Louis Sullivan, Stanford White, Thomas Eakins, Louis Tiffany.

Credit 3 units. A&S: TH BU: BA FA: AH

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**L01 Art-Arch 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.

Credit 3 units. A&S: TH BU: HUM FA: AH

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**L01 Art-Arch 376. American Modernism, 1900-1940**

American modernism: What is it? What is the nature of its encounter with mass culture? What happened to modernism as it migrated from its "high" European origins to its "middlebrow" version in America between the turn of the 20th century and the eve of World War II? What was the rhetoric of modernism in everyday life—its impact on design, photography, advertising? In addition to the fine arts, we look at popular media, film, and photography. Lecture/discussion. Prerequisite: Art-Arch 211 (Introduction to Modern Art) or permission of the instructor.

Credit 3 units. A&S: TH, WI BU: ETH FA: AH

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**L01 Art-Arch 3765. The Art of the Harlem Renaissance: Picturing and Performing the Black Modern Subject**

This course examines the modern movement known as the Harlem Renaissance and its profound impact on American culture both then and now. The aim of the class is to imagine or theorize modernity not as singular event or time bound grand narrative but as a relational process consisting of various points of articulation, sometimes positioned outside of mainstream narratives. In the process of engaging the Harlem Renaissance, the class explores several key ideas and concepts such as the development of black subjectivity; black visual and racial aesthetics; the rise of Diasporic and Pan-African consciousnesses; the representation of race, gender, and sexuality and the process of "othering" within canonical formation.

Credit 3 units. A&S: TH, SD

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**L01 Art-Arch 3782. Modern Art 1905-1960**

This course investigates topics in European painting, sculpture, architecture, photography, and film. Lectures and readings address major artistic developments, including Cubism, De Stijl, Futurism, Expressionism, Dadaism, Constructivism, Surrealism, the Bauhaus, and Art Brut. Prerequisite: Art-Arch 211 or permission of instructor.

Credit 3 units. A&S: TH BU: HUM FA: AH

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**L01 Art-Arch 3785. Photography in America**

This course considers the practice and use of photography in America from its invention up to the present, offering various ways of thinking about the medium and its relation to society and



culture. Students come to understand the ways photographic practices shape public perceptions of national identity, ethnicity and gender, nature, democratic selves, and a host of other concerns. We discuss famous practitioners such as Matthew Brady, Jacob Riis, Lewis Hine, Walker Evans, and Robert Frank. We consider not only the social and public uses of the medium through such episodes as the New Deal/FSA and photojournalism, but also the private explorations of "fine art" photographers, and the everyday practices of the snapshot. Prerequisites: Art-Arch 112 (Introduction to Western Art), or Art-Arch 211 (Introduction to Modern Art), or one course in American History, American Cultural Studies, or permission of the instructor.

Credit 3 units. A&S: TH

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**L01 Art-Arch 3802. Sacred Shrines and Holy Places**

Same as Re St 3802

Credit 3 units. A&S: TH, CD BU: ETH FA: SSP

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**L01 Art-Arch 3822. City and Country in Late Impressionism 1880-1905**

This course considers the relationship between the Parisian art world and the avant-garde painters who retreated to the countryside between 1880 and 1900 to paint rural landscapes, provincial life, and exotic locales. We consider the artistic dialectic of city and country through examining the art and careers of Van Gogh in Provence, Gauguin in Brittany and Tahiti, Cézanne in Aix and Monet in Giverny, among others. We consider such themes as artist colonies, the market for landscape, rural escape as a critique of bourgeois urbanism; and the connections between tourism, the nostalgia for the provincial, and the exotic.

Credit 1 unit. A&S: TH

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**L01 Art-Arch 3831. Art in the Age of Revolution: 1789-1848**

European painting, sculpture, and printmaking from the French Revolution to the mid-19th century; French, English, German, and Spanish artists discussed in social and aesthetic context, with a focus on links between art and ideology in times of political turmoil. The styles of classicism and romanticism, the rise of history painting, and the development of realism in both landscape and genre painting. Prerequisite: Art-Arch 112, or permission of instructor.

Credit 3 units. A&S: TH BU: HUM FA: AH

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**L01 Art-Arch 3833. Realism and Impressionism**

An examination of the development of European art from approximately 1848 to the mid-1880s, with a focus on the development of Realism and Impressionism in England and France. Issues explored include the breakdown of academic art, the rise of landscape and naturalist themes, the emergence of alternative exhibition spaces and new dealer systems, and the relationship between gender and avant-garde practice. Prerequisite: Art-Arch 112 or Art-Arch 211, or permission of instructor.

Credit 3 units. A&S: TH BU: HUM FA: AH

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**L01 Art-Arch 3835. The Art Museum: History, Theory, and Design**

The course studies the conceptual basis of the institution of the art museum in the United States and Europe, including its history, theoretical foundations, design, and cultural function. We begin with the origins of the modern museum in the 18th century and earlier; trace the development in the 19th century of the earliest national art museums in the United States 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. We study and visit art museums in St. Louis and take a field trip to selected art museums in Davenport and Des Moines. Prerequisite: Art-Arch 211 (Introduction to Modern Art) or Architectural History II (Arch 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: TH BU: HUM

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**L01 Art-Arch 3838. Modern Art in Fin-de-Siecle Europe, 1880-1907**

This course examines artistic production at the turn of the century in France, Belgium, England, and Scandinavia. Beginning with the re-evaluation of impressionism and naturalism in France, we examine Neo-Impressionism (Seurat and Signac) and Symbolism (Moreau, Van Gogh, Gauguin, the Nabis, Rodin, Munch), as well as later careers of Impressionists (Cassatt, Monet, Degas, Renoir). Considers cross-national currents of Symbolism in Belgium and Scandinavia; the Aesthetic Movement in Britain; the rise of Expressionist painting in French art (particularly with the Fauvism of Matisse and Derain), and the juncture of modernist primitivism and abstraction in early Cubism (Picasso). Prerequisite: Art-Arch 112 or permission of the instructor.

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

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**L01 Art-Arch 3862. The Mediterranean and French Modernism**

This course surveys the development of the Mediterranean region as an important site of Modernist artistic practice. Among the artists considered are Pierre-Auguste Renoir, Henri Matisse, Pablo Picasso, Marc Chagall, and Yves Klein. Excursions to museums and other artistic sites.

Credit 1 unit. A&S: TH

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**L01 Art-Arch 3871. European Art Between the World Wars**

An examination of European art within its social and political context from 1914 to 1945. Lectures and readings address major artistic developments such as Cubism, Expressionism, Dadaism



and Surrealism, as well as cultural production under totalitarian regimes. Prerequisite: Art-Arch 221 (Introduction to Modern Art) or permission of instructor.

Credit 3 units. A&S: TH BU: IS FA: AH

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**L01 Art-Arch 3875. Dada and Surrealism in Europe and the U.S.**

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 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, is emphasized. Prerequisite: Art-Arch 112 (Introduction to Western Art) or Art-Arch 211 (Introduction to Modern Art), or permission of instructor.

Credit 3 units. A&S: TH

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**L01 Art-Arch 387A. Cubism and 20th-Century Art**

This course examines the development of Cubism from its origins in 1906 to the decline of modernism after 1945. Cubism's pictorial language revolutionized the practice of art making in the early 20th century, encouraging artists to interrogate the nature of signification (how form produces meaning). Topics considered include Cubism's innovations in painting, collage, *papiers collés*, and sculpture, as well as its formation and reception by writers, critics, and artists such as Braque, Picasso, Duchamp, Gris, Léger, Le Corbusier, Ozenfant, and the Salon Cubists. This class explores the various ways in which artistic production intersects with popular culture and the rise of consumerism, major events in world history, and changing notions of identity in the 20th century. Readings are drawn from primary sources such as artists' manifestos, poetry, literature, and philosophy (which we read in English translation). Visits to the Mildred Lane Kemper Art Museum and the St. Louis Art Museum complement our study. Prerequisite: Art-Arch 112 (Introduction to Western Art), Art-Arch 211 (Introduction to Modern Art), or permission of the instructor.

Credit 3 units. A&S: TH

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**L01 Art-Arch 3892. MODERN SCULPTURE: CANOVA TO KOONS**

This course surveys sculpture in Europe and the United States from about 1800 to the present, with an emphasis on the period 1890-1980. A rapid traverse of Neoclassicism, Realism, and the rage for statuary in the later 19th century takes 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 (Introduction to Western Art) or Art-Arch 211 (Introduction to Modern Art) or permission of instructor.

Credit 3 units. A&S: TH

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**L01 Art-Arch 4002. The Decorative Aesthetic in Modernism, 1860-1960**

In the criticism of modern art, decoration and decorative have often been used as pejorative terms, designating art that has no intellectual basis but is merely pleasing, intended to fill space, and delight the eye. But in the late 19th century, these terms carried important cultural value and opened the door to significant experiments in abstraction. Moreover, the decoration of a public space or surface may have political implications. This course investigates decoration and theories of "the decorative" in modern art in Europe and the United States, with special attention to the evolution of ideas of modernism in both 2-dimensional and 3-dimensional environments. We also consider some of the political meanings that may be borne by both public mural painting and domestic decoration, as well as easel painting that aspires to conditions of the decorative. Key figures include Puvis de Chavannes, Morris, the Nabis, Van de Velde, Monet, Matisse, the Mexican muralists, Pollock, and Shapiro. Prerequisite: Art-Arch 211 (Introduction to Modern Art) or any 300-level course in Art History, or permission of instructor.

Credit 3 units. A&S: TH

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**L01 Art-Arch 4015. Theories of Modern Art and Architecture**

The course presents theories of art and architecture from the 19th to the 21st century in their historical contexts through a set of in-depth investigations of selected topics. Some knowledge of history and theory is integral to contemporary understandings of the disciplines of art, art history, and architecture. To foster a historical understanding of theories of modern art and architecture, we discuss a selection of key texts, divided into three sections: theoretical sources of modern art and architectural history in the 19th century; theories of Modernism, from the formalist to the Marxist; Postmodern critiques of Modernism, in such areas as feminist theory and Poststructuralism. Class visits to Sullivan and Adler's Wainwright Building (1890-91), Saarinen's Arch at the Jefferson National Expansion Memorial (completed 1964), Ando's Pulitzer Foundation for the Arts (2001), and Maki's Kemper Museum of Art (2006) are integral to the work of the course. Prerequisites: either

Art-Arch 112 (Introduction to Western Art) or Art-Arch 211 (Introduction to Modern Art) and any 300-level course in Art History; or permission of instructors.

Credit 3 units. A&S: TH

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**L01 Art-Arch 405. Looking at Art: Exercises in Learning to Know**

The seminar is organized around a series of meetings and projects in which students are presented with works of art and taught how to describe them both physically and conceptually. Students are introduced to methods by group discussions of works in museum galleries and study spaces; through readings; and then through applying such methods in oral and written presentations. Prerequisites: undergraduate major in the Department of Art History and Archaeology, who have taken a minimum of three 300-400 level courses home-based in the department.

Credit 3 units. A&S: TH

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**L01 Art-Arch 409. Logics of the Art Museum**

This seminar explores the inside and inner logics of the art museum. Readings and discussions concentrate on how the art museum determines what art is, how it stages artistic subjectivity, and how museums and art interpenetrate and reflect each other. What does it mean to collect art? Why is an art work worth preserving? What happens to the museum when art leaves it through new media such as the Internet, the public domain, and the realm of politics? Alternating with theoretical reading are case studies that focus on the practices of New York's MoMA, and temporary shows such as Documenta. We ourselves become critics and professionals as we examine displays at the St. Louis Art Museum, the Pulitzer Foundation of the Arts, and conceive of possibilities to curate the permanent collection of the Mildred Lane Kemper Art Museum on campus. Prerequisite: Art-Arch 211 (Introduction to Modern Art) or permission of the instructor.

Credit 3 units. A&S: TH FA: AH

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**L01 Art-Arch 421. Minoan and Mycenaean Archaeology**

A study of the Minoan civilization and late Bronze Age Greece. Relations of the two civilizations to each other and to the Near East. Examination of archaeological evidence and its varied interpretations by scholars in relation to solving chronological and historical problems. Prerequisite: Art-Arch 331 or permission of instructor.

Credit 3 units. A&S: TH, CD FA: AH

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**L01 Art-Arch 4215. Topics in English and American Literature**

Same as E Lit 420

Credit 3 units. A&S: TH FA: Lit

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**L01 Art-Arch 426. Ancient Athens**

Same as Classics 426

Credit 3 units. A&S: TH, CD BU: HUM FA: AH

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**L01 Art-Arch 427. Athenian Vase Painting**

From the late 7th to the late 4th century bce, Athenian artisans produced pottery of high quality that was particularly outstanding for its figured decoration. This seminar investigates the technology and history of this craft, with particular emphasis on the iconography of the figured scenes. Topics discussed include the relationship of form, decoration, and function; the relationship between figured decoration and the textual sources; the role of pottery as an export; and genre scenes as a basis for investigating ancient Athenian society. Prerequisite: Art-Arch 331 (Greek Art and Archaeology), Arch 331, Classics 350, or permission of the instructor.

Credit 3 units. A&S: TH

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**L01 Art-Arch 430. Topics in Northern Renaissance Art**

Credit 3 units. A&S: TH

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**L01 Art-Arch 4321. Ancient Coins**

The seminar is designed to research the rich world of Greek and Roman coinage by using the university's own resource, the J.M. Wulfling collection of coins. Emphasis on coin typology; works of art or buildings illustrated on our coins; and the history of coinage. We use actual coins in the gallery. Due to the delicate nature of the material, the course is by permission of the instructor only.

Credit 3 units. A&S: TH FA: AH

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**L01 Art-Arch 4324. Sacred Spaces of Islam**

This course traces the development of Islamic sacred space during the 7th to the 19th century through case studies of specific cultural groups and their architectural traditions from Spain to India. Readings address both the historical contexts in which buildings were produced as well as the rituals and beliefs that gave them meaning. Special attention is paid to the shifting uses and significances of Islamic holy buildings over time. Critical readings from architectural theory provide students with a basic foundation in the methods and concepts that have shaped scholarly discourse on sacred space in the modern era.

Credit 3 units. A&S: TH, CD

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**L01 Art-Arch 433. Greek Vase Painting**

This seminar examines vase painting from the geometric period (ca. 800 bc) to the end of the red-figure style (ca. 350 bc), but the majority of class time is spent looking at Attic vase-painting of the 6th and 5th centuries bc. The iconography of Greek vases, particularly Attic black-figure and red-figure, provides an extraordinary view into the culture and beliefs of contemporary society. Some vases are clearly made as grave offerings, others as votive offerings at sanctuaries, and still others for use at home. The focus of this seminar is the relationship of a vase's images to the context of its use. How much does the intended use and audience for the vase determine the images on it? These important questions

have not received much attention by scholars, and class papers may possibly result in publications. Enthusiastic class participation required. Occasional responsibility for presentation of weekly readings. Class paper and presentation.

Credit 3 units. A&S: TH FA: AH

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#### **L01 Art-Arch 435. The Parthenon**

A study of the architectural design, aesthetic principles, engineering, and construction of the greatest Greek building. Its architecture is considered in conjunction with its immense sculptural program that revolutionized European art. We penetrate deeply into the background of this remarkable work of art and try to understand it by placing it in its proper context and comparing it with other similar efforts in Classical Greece. Prerequisite: junior or senior standing or permission of instructor.

Credit 3 units. A&S: TH FA: AH

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#### **L01 Art-Arch 437. Greek Sculpture**

The development of Greek sculpture from its earliest beginnings (circa 800 bc) through the time of Alexander. Early influences from Egypt and the Near East. Sculpture's relation to changing artistic concepts and the changing character of Greek society. Prerequisites: Art-Arch 331 and permission of instructor.

Credit 3 units. A&S: TH FA: AH

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#### **L01 Art-Arch 4371. Greek and Roman Pottery**

Pottery is the most commonly found artifact on virtually all Classical sites. It therefore serves as an essential tool for the dating and interpretation of monuments and features in excavation. It also offers evidence for trade, diet, lifestyle, and many other aspects of ancient life. The course examines the typology and chronology of the major pottery types produced from the 6th century bce to the 4th century ce, as well as the ways in which pottery has been used to throw light on the culture and society of the ancient Greeks and Romans. Prerequisite: permission of instructor.

Credit 3 units. A&S: TH FA: AH

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#### **L01 Art-Arch 438. Ancient Painting**

A study of the rich world of painting in Greco-Roman art from the first renderings of mythological scenes, Classical frescoes, panel paintings known from texts, to the diverse styles of Roman frescoes and the masterful ancient mosaics. We emphasize Pompeii and attempt to recognize famous paintings. Prerequisite: at least one Art History course at the 300 level or permission of the instructor.

Credit 3 units. A&S: TH FA: AH

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#### **L01 Art-Arch 4431. Space, Power, and Piety: The Architecture of Mughal India**

This seminar examines the architectural patronage of the Mughal Empire in South Asia, including mosques, tombs, shrines, gardens, and forts. The seminar concludes with considerations

of the impact of the Mughal legacy on colonial and post-colonial South Asian architecture and questions how the British in India and the modern nations of India, Pakistan, and Bangladesh referred to the Mughal past through their architectural commissions (or not) and why. Prerequisites: Art-Arch 112 (Introduction to Western Art) or Art-Arch 111 (Introduction to Asian Art), or permission of instructor.

Credit 3 units. A&S: TH, CD

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#### **L01 Art-Arch 4436. Imperial Art of Ancient India**

This seminar considers the artistic traditions of three ancient South Asian empires: Maurya (323-185 bc), Pallava (6th to 9th century ad), and Chola (9th to 13th century ad). Topics of readings and discussion include: patronage and political authority; the development of style and iconography of Buddhist and Hindu art and architecture; the social and religious functions of sacred images; the impact of international contacts; visual modes of narration; the cult of the wrathful Mother Goddess in south India; and ambiguity and pluralistic meanings of works of art and sacred spaces. Prerequisites: Art-Arch 111 (Introduction to Asian Art); one 300-level course in Asian Art History, History, or Literature preferred; or permission of instructor.

Credit 3 units. A&S: TH, CD

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#### **L01 Art-Arch 4512. Kings, Caliphs, and Emperors: Images of Authority in the Era of the Crusades**

This course investigates how notions of political and social authority were conveyed through the visual and material cultures of Byzantium, the Islamic world, and Western Christendom when these groups experienced an unprecedented degree of cross-cultural exposure as a result of Crusader incursions in the eastern Mediterranean. Particular attention is paid to the production of hybrid monuments and objects, which interwove artistic styles and visual languages from multiple cultural sources. Prerequisites: at least one 300-level Art History course; familiarity with Medieval art, history, or literature is encouraged, but not required.

Credit 3 units. A&S: TH, CD

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#### **L01 Art-Arch 4562. Medieval Renaissance: Art and Antiquity in the Middle Ages**

It is commonly assumed that the Middle Ages mark a break in the continuum of classical tradition between antiquity and the Renaissance. During the medieval era, however, there were a variety of survivals and revivals of antique styles, narratives, and ideologies. This course considers various moments of "classical renaissance" during the Middle Ages in both the secular and sacred spheres, in a variety of media, and across a broad geographic expanse.

Credit 3 units. A&S: TH, CD

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**L01 Art-Arch 4613. Renaissance Patronage**

A seminar on patrons and patronage of Renaissance Italy, France, and Spain focusing on major families such as the Medici, Sforza, Este, and Gonzaga and on such prominent figures as Cosimo and Lorenzo de' Medici, Isabella d'Este, Francis I, and Philipp II.

Credit 3 units. A&S: TH FA: AH

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**L01 Art-Arch 4615. Caricature: The Culture and Politics of Satire**

This course examines the golden age of caricature. Beginning with the prints of William Hogarth, we look at the caricatural traditions in France and England from the late 18th-century through the early 20th century. Special emphasis is placed on visual satire as a vehicle for social and political critique, on theories of humor (particularly Baudelaire and Bakhtin), and the development of a mass market for this imagery. Other figures discussed include Rowlandson, Cruikshank, Daumier, Gavarni, Philipon, and Gil. We take advantage of a major collection of French caricature in the Mildred Lane Kemper Art Museum at Washington University, as well as collections available for study in Olin Library and at the St. Louis Art Museum. Prerequisites: Art-Arch 112 or Art-Arch 211, or a 300-level course in modern European history or literature, or permission of the instructor.

Credit 3 units. A&S: TH

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**L01 Art-Arch 4621. LEONARDO DA VINCI**

Leonardo da Vinci is universally recognized as one of the greatest artists of all time. But who was Leonardo? Artist or scientist? Master, magus, or myth? This seminar explores the reality and fiction of a fascinating, yet enigmatic genius, as well as placing this unique individual in the contexts of Renaissance Italy and the modern imagination.

Credit 3 units. A&S: TH

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**L01 Art-Arch 4624. Michelangelo**

An examination of the life and works of Michelangelo. The most important developments in his architecture, painting, and sculpture; with special attention to his assistants, friends, family, and contemporaries. Prerequisite: permission of instructor.

Credit 3 units. A&S: TH FA: AH

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**L01 Art-Arch 4625. Venice**

A seminar focusing on the art of Venice, in particular on Bellini, Giorgione, and Titian. Special attention to the international reputations of these three artists and to problems of patronage, connoisseurship, and interpretation. Prerequisite: Art-Arch 361 or 362, or permission of the instructor.

Credit 3 units. A&S: TH FA: AH

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**L01 Art-Arch 4661. Mannerism**

Italian and Italianate art after the High Renaissance (ca. 1510-90), including consideration of style, historical events, cultural context, and artistic personality and biography. Artists include Michelangelo, Pontormo, Bronzino, Cellini, and Parmigianino. Prerequisite: Art-Arch 361, 362, or 3621, or permission of instructor.

Credit 3 units. A&S: TH FA: AH

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**L01 Art-Arch 4662. Michelangelo the Architect**

When, why, and how did the great Renaissance sculptor, painter, and poet Michelangelo Buonarroti become an architect? This seminar surveys Michelangelo's built and unbuilt architecture, his methods and extant drawings, and the process and influence of his creations.

Credit 3 units. A&S: TH FA: AH

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**L01 Art-Arch 467. TOPICS IN BAROQUE ART**

Credit 3 units.

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**L01 Art-Arch 4685. Seminar**

Same as Drama 445

Credit 3 units. A&S: LA

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**L01 Art-Arch 4721. American Art and Culture, 1945-1960**

The rise and "triumph" of Abstract Expressionism has long dominated the story of American art following World War II. This new seminar puts Abstract Expressionism into context with parallel developments in the arts, photography, and film. Among the topics we consider: the conversation between émigré artists and American culture during and after the war; the emergence of a "noir" aesthetic in film and literature; the early work of Jasper Johns and Robert Rauschenberg and the so-called "aesthetic of indifference" in relation to Abstract Expressionism; artistic collaborations at Black Mountain College; New York school photography and photojournalism; and the cultural impact of the A bomb. Prerequisite: a 300-level course on 20th century art, photography, or history; or permission of the instructor.

Credit 3 units. A&S: TH

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**L01 Art-Arch 473. Art and Culture in Fin-de-Siècle America**

The particular climate of the fin-de-siècle and its expression in art, architecture, and letters. Concurrent development in Vienna, Paris, and London as basis for comparison. Themes include new theories of mind and perception, the fate of rationalism, the "crisis in bourgeois values," and redefinitions of gender. Prerequisite: permission of instructor.

Credit 3 units. A&S: TH FA: AH

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**L01 Art-Arch 474. Topics in American Art**

Credit 3 units. A&S: TH FA: AH

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**L01 Art-Arch 4743. Imagining the West**

The historical, visual, literary, and scientific encounter of Europeans and European-Americans with the North American frontier. Examines how the West as myth and reality was assimilated into, and imaginatively colonized by, both Europe and America from the pre-discovery period through the end of the 19th-century. Images of the first encounter, cultural dynamics of the colonization process, cultural resistance of native Americans. Field trips, guest lectures. Prerequisite: 100-, 200- or 300-level courses in Art History; or 300-level courses in European or American 19th-century comparative literature, history; or permission of instructors.

Credit 3 units. A&S: TH FA: AH

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**L01 Art-Arch 475. The City in American Arts and Popular Culture, 1910-1940**

Using visual media-painting; prints and illustration; film and animation-along with studies of vaudeville, and other forms of popular and mass entertainment, this seminar analyzes the presence of the city as a theme that registers a range of cultural attitudes toward the modern. Through close readings of visual and verbal texts, we consider such issues as the relationship between work and leisure, and between high culture and popular arts. We look at critiques and celebrations as well as at how the popular arts help the ordinary man and women to negotiate the challenges of the new mechanized and overscaled urban environment. Prerequisites: 300-level course in American 20th century cultural history, or American art or literature; or permission of instructor.

Credit 3 units. A&S: TH FA: AH

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**L01 Art-Arch 4771. Gender in 19th Century Art**

An examination of the representation of gender, i.e. the construction of male and female identities through images, and the role of gender in artistic practice. Readings and class discussion focus on American, French, and English art. Prerequisite: survey of modern art; any 300-level course in 19th-century American/European art or culture; or permission of instructor.

Credit 3 units. A&S: TH, SD FA: AH

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**L01 Art-Arch 4776. Art and Culture in 1930's America**

An interdisciplinary look at the production of culture in the United States during the Depression years between the stock market crash and the nation's entry into World War II. Focus on the evolving dialogue between aesthetic concerns and political commitment. We consider the role of the state as an agent of culture, the relationship between leftist politics and modernism, regionalism and internationalism, debates over the nature of documentary photography, and attitudes toward the past in New Deal art, among other topics. Prerequisite: 300-level course in European or American 20th century art or cultural history; concurrent enrollment in Art-Arch 372.; or permission of the instructor.

Credit 3 units. A&S: TH FA: AH

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**L01 Art-Arch 4782. Modern Architecture in St. Louis**

Credit 3 units. A&S: TH

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**L01 Art-Arch 4785. Art and Culture in 1920s America**

This interdisciplinary seminar examines the relationship between art and 1920s culture in the United States: how artists and critics thought about the nature of our cultural heritage-its rich possibilities and its limitations; the potential of technology and urbanization as well as the threats they pose to older cultural values; the nature of a multicultural society and the contributions of minority traditions to the evolution of American culture; the lure of the Southwest; early criticism of popular media; and the conversation between popular culture and high art. Prerequisite: Art-Arch 112 or permission of instructor.

Credit 3 units. A&S: TH

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**L01 Art-Arch 481. Topics in Modern Art**

The sources, styles, influences, and content of the art of such artists as Gauguin and Cézanne examined in the context of contemporary movements in art and literature. Prerequisite: Art History major or permission of instructor.

Credit 3 units. A&S: TH FA: AH

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**L01 Art-Arch 4816. Art and Culture in Fin-de-Siecle 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. Prerequisite: Art-Arch 211; any 300-level course in 19th-century art, literature or history; or permission of instructor.

Credit 3 units. A&S: TH FA: AH

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**L01 Art-Arch 4818. Rethinking Matisse**

An intensive study of work in all media by this influential modern artist. Henri Matisse (1869-1954) is best known for his painting and sculpture, the traditional media of the French beaux arts, often overshadowing significant work in book design, tapestry, ceramic murals, stained glass, and even architecture and fashion design. To reconsider Matisse's place in the history of art in the 20th century, we place special emphasis on the artist's contribution to modern trends in domestic and institutional decoration. His long career spanned the political schisms of the Dreyfus era in the 1890s to the efforts by France in the 1950s to recover its position in culture and politics after World War II, and we also consider his relationship to the momentous political and economic changes in his time. Related topics addressed include the role of his writ-



ings within contemporary artistic discourse; the critical reception of Matisse's art in his lifetime; the historiography of modern art and his changing place in it; the market for avant-garde art in 20th century; Matisse's relationship to other artists, such as the Fauves, Picasso and other Cubists, and the conservative artists of the "return to order" in the 1920s. Prerequisites: Art-Arch 112 (Introduction to Western Art) or Art-Arch 211 (Introduction to Modern Art); one 300-level course in Art History preferred; or permission of instructor.

Credit 3 units. A&S: TH

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**L01 Art-Arch 4856. French Art and Politics in the Belle Epoque**

This interdisciplinary seminar addresses the rich intersection of politics, fine arts, and visual culture in modern France from the Franco-Prussian War to World War I (1870-1914). We 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. Prerequisite: permission of instructor.

Credit 3 units. A&S: TH

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**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 include the artist's writings; studies of avant-garde culture and primitivism in fin-de-siècle France; and post-colonial theory. Special emphasis is given to the relationship of the artist and his work to indigenous Polynesian and French colonial cultures of the 1890s. Prerequisite: Art-Arch 211, or any 300-level course in Art History, or permission of instructor. Reading knowledge of French useful, but not required.

Credit 3 units. A&S: TH FA: AH

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**L01 Art-Arch 4863. The Photographic Muse: The Modern Artist and the Camera**

An examination of the interplay of photography with painting and sculpture in European art from 1850 to World War I, with an emphasis on the fin-de-siècle. Readings address the history of the medium; the critical debates (starting with Baudelaire) over photography as a tool of science or of art; the rise of ethnographic photography; the Symbolist ambivalence toward technology; and the development of Pictorialism at the turn of the century. Artists studied include Nadar, Moreau, Degas, Rodin, Steichen, Gauguin, Munch, the Nabis, Brancusi and Picasso. Prerequisite: graduate standing.

Credit 3 units. A&S: TH FA: AH

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**L01 Art-Arch 4864. Exoticism and Primitivism in Modern Art**

An interdisciplinary investigation of the development of exoticism and primitivism in Europe 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 Chateaubriand, Delacroix, Flaubert, Gauguin, Picasso, and Matisse. Prerequisites: any 300-level course in Art History and permission of the instructor.

Credit 3 units. A&S: TH FA: AH

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**L01 Art-Arch 4877. CRITICAL STUDIES IN PORTRAITURE, ANCIENT TO CONTEMPORARY**

To study portraiture is to confront the complexity of human identity. The central theoretical question of this course is how identity can be expressed in a portrait. Following consideration of theories of portraiture, identity, and artistic representation, we treat specific historical and cultural instances of portrait-making, from ancient Greece to the present. Non-Western cultural examples broaden the scope beyond the conventional conceptions of portraiture. We conclude by trying to understand the continuing allure of the portrait today as digital media challenge our conventional ideas of visuality, and perhaps even the urgency of portraiture in the post-human age.

Credit 3 units. A&S: TH

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**L01 Art-Arch 4900. Independent Study and Research**

Credit variable, maximum 3 units.

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**L01 Art-Arch 4915. Caribbean Art and the Cultures of Globalism**

Diaspora can be viewed as a concept or method that insists on a level of complexity historically denied art being made outside of the centers of Western art. It is dialectical and offers infinite avenues of exploration. The Caribbean is a hyper-Diaspora, both a site of dispersal and a point of departure for people of African, Indian, Chinese and European origin as well as native peoples. This course explores the artistic, visual, and performance culture of the region in the context of globalism. In process it engages fundamental aspects of art historical scholarship, theory, and methodology, historiography, aesthetics, and the representation of power. Prerequisites: Art-Arch 112 (Introduction to Western Art), or Art-Arch 211 (Introduction to Modern Art); one 300-level course in Art History preferred or permission of instructor.

Credit 3 units. A&S: TH, CD

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**L01 Art-Arch 4916. Trauma, Landscape and Memory in African Diasporic Art, History and Culture**

This course engages the artistic, visual, and material culture of transatlantic slavery and slave societies in the Southern United States and the Caribbean through the indices of trauma, landscape, and memory. It posits that trauma (a culture, system, or act in or of violence) is a fundamental part of modernity within the African Diaspora, but has thus far been underexamined within art history. The course links this consciousness to an examination of trauma as content in art produced by contemporary artists such as Kara Walker and Carrie Mae Weems, and its affect in reshaping historical memory in societies such as a post-Apartheid South Africa. Prerequisites: Art-Arch 112 (Introduction to Western Art ) or Art-Arch 211 (Introduction to Modern Art); one 300-level writing-intensive course in Art History preferred, or permission of instructor.

Credit 3 units. A&S: TH, SD

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**L01 Art-Arch 4921. Theory for Art History: Modernism / Modernity / Postmodernism**

This course introduces key modern theories. Considering diverse thinkers, this seminar focuses on concepts that have framed and reframed 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 and permission of the instructor.

Credit 3 units. A&S: TH

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**L01 Art-Arch 4976. The American Trauma: Representing the Civil War in Art, Literature and Politics**

Same as History 4976

Credit 4 units. A&S: TH

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**L01 Art-Arch 4982. PUBLIC ART: HISTORY, PRACTICE, THEORY**

The course considers 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 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 consider new priorities and projects in public art, especially socially oriented and environmen-

tally sustainable initiatives. Prerequisites: Art-Arch 112 (Introduction to Western Art) or Art-Arch 211 (Introduction to Modern Art); one 300-level course in Art History preferred, or permission of instructor.

Credit 3 units. A&S: TH

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**L01 Art-Arch 499. Honors Art & Archaeology**

A major research paper acceptable to the department. Prerequisite: permission of the department.

Credit 3 units. A&S: TH FA: AH

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## Arts & Sciences: Asian and Near Eastern Cultures and Civilizations

The Department of Asian and Near Eastern Languages and Literatures offers course work in Asian and Near Eastern Cultures and Civilizations.

For a list of affiliated faculty, please see the Department of Asian and Near Eastern Languages and Literatures faculty page.

There is no major available in this area. Interested students should refer to the Department of Asian and Near Eastern Languages and Literatures (ANELL), which offers programs in the study of Asian and Near Eastern languages and literatures, encompassing both traditional and modern periods of their developments.

There is no minor available in this area. Interested students should refer to the Department of Asian and Near Eastern Languages and Literatures (ANELL), which offers programs in the study of Asian and Near Eastern languages and literatures, encompassing both traditional and modern periods of their developments.

### **L06 ANECC 140. East Asia in the World**

Same as IAS 140

Credit 3 units. A&S: TH, CD

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### **L06 ANECC 202. Introduction to Religious Traditions I: Judaism, Christianity, and Islam**

Same as Re St 202

Credit 3 units. A&S: TH BU: ETH

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### **L06 ANECC 205. Literature and Film from Asia and the Near East**

Same as ANELL 205

Credit 3 units. A&S: TH, CD BU: BA, IS

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### **L06 ANECC 2060. East Asia Since 1500**

Same as History 2060

Credit 3 units. A&S: TH, CD

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### **L06 ANECC 210C. Islamic Civilization**

Same as JNE 210C

Credit 3 units. A&S: TH, CD BU: ETH, IS FA: SSP

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### **L06 ANECC 216. Introduction to South Asian Civilization**

Same as IAS 216

Credit 3 units. A&S: TH, CD BU: IS

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### **L06 ANECC 221. Topics in Japanese Literature & Culture**

Same as Japan 221

Credit 3 units. A&S: TH

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### **L06 ANECC 223. Korean Civilization**

A comprehensive introduction to the study of Korea. Following a historical survey, the course examines key cultural themes and social institutions and explore aspects of Korea's relationship with its East Asian neighbors. Attention also is paid to contemporary issues, social problems, and cultural trends.

Credit 3 units. A&S: TH, CD, SD BU: IS

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### **L06 ANECC 226. Japanese Civilization**

The development of Japanese culture from antiquity to the present: an overview of Japanese cultural history, focusing on the interplay of crucial aspects of contemporary Japanese society and Japanese social psychology.

Credit 3 units. A&S: TH, CD, SD BU: BA, IS FA: SSP

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### **L06 ANECC 227. Chinese Civilization**

An introduction to Chinese culture through selected topics that link various periods in China's past with the present. Ongoing concerns include 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; there are two examinations and several short writing assignments.

Credit 3 units. A&S: TH, CD, SD BU: BA, IS

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### **L06 ANECC 293C. Freshman Seminar**

Credit 3 units. BU: BA

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### **L06 ANECC 294. Images of East Asia**

A variety of topics offered individually that reflect the images of East Asian cultures.

Credit 3 units. A&S: TH, CD BU: IS

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### **L06 ANECC 303. The Taoist Tradition**

Same as Re St 303

Credit 3 units. A&S: TH, CD BU: ETH

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### **L06 ANECC 3055. Contemporary Chinese Culture and Society**

Same as Anthro 3055

Credit 3 units. A&S: SS, SD

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### **L06 ANECC 3056. Material Culture in Modern China**

Same as Anthro 3056

Credit 3 units. A&S: SS, CD

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### **L06 ANECC 3090. Chinese Thought**

Same as Re St 3090

Credit 3 units. A&S: TH, CD

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**L06 ANECC 3092. Confucian Thought: The Sage and Society: Writing Intensive Seminar**

Same as Re St 3092

Credit 3 units. A&S: TH, WI

**L06 ANECC 311. Buddhist Traditions**

Same as Re St 311

Credit 3 units. A&S: TH BU: ETH

**L06 ANECC 312. South Asian Traditions**

Same as Re St 312

Credit 3 units. A&S: TH, CD

**L06 ANECC 3122. Race, Caste, Conversion: Social Movements in South Asia**

Same as History 3122

Credit 3 units. A&S: TH, CD, SD

**L06 ANECC 313C. Islamic History: 600-1200**

Same as History 313C

Credit 3 units. A&S: TH BU: IS FA: SSP

**L06 ANECC 3150. The Middle East in the 20th Century**

Same as History 3150

Credit 3 units. A&S: TH, CD, SD BU: IS

**L06 ANECC 3162. Early Modern China: 1350-1890**

Same as History 3162

Credit 3 units. A&S: TH, CD BU: IS

**L06 ANECC 3164. Chinese Foreign Relations Since the Opium War**

Same as History 3164

Credit 3 units. A&S: TH BU: IS

**L06 ANECC 316C. Modern China: 1890s to the Present**

Same as History 316C

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

**L06 ANECC 320. An Introduction to Literature and Visual Culture in the Arab World**

The course aims to provide a framework within which the literary and image cultures of the Arabic-speaking peoples have developed. This is done through a combination of contextual analysis and close reading of seminal texts and films. Our starting points are foundational sources such as the Qur'an and classical prose and poetry. From the later period, emphasis is put on fiction and cinema. The other arts are acknowledged particularly through presentations by students. For this reason, an integral part of the course is student-led projects on aspects of the culture such as architecture, music, and calligraphy. The course consists of short

background lectures, guided class discussions and close reading of texts and films. All material is in English translation or subtitled in English. No knowledge of Arabic is necessary.

Credit 3 units. A&S: TH BU: IS

**L06 ANECC 3202. Japan from Earliest Times to 1868**

Same as History 3202

Credit 3 units. A&S: TH, CD BU: IS

**L06 ANECC 320C. Japan Since 1868**

Same as History 320C

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

**L06 ANECC 322. Contemporary East Asian Cinema**

Same as Film 322

Credit 3 units. A&S: TH, CD BU: IS

**L06 ANECC 324. History of Chinese Cinemas: 1930s-1990s**

Same as Film 324

Credit 3 units. A&S: TH

**L06 ANECC 3262. The Early Medieval World: 300-1000**

Same as History 3262

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

**L06 ANECC 3273. Intro to Israel Studies**

Same as JNE 3273

Credit 3 units. A&S: TH BU: IS

**L06 ANECC 330. Topics in South Asian Literature and Culture**

Same as Hindi 330

Credit 3 units. A&S: TH

**L06 ANECC 3313. Women and Islam**

Same as Anthro 3313

Credit 3 units. A&S: SS, CD BU: BA FA: SSP

**L06 ANECC 335C. The Jews in the Modern World**

Same as History 335C

Credit 3 units. A&S: TH, CD BU: ETH, HUM FA: SSP

**L06 ANECC 3419. Dragons, Buddhas, and Scholars: East Asian Painting Traditions**

Same as Art-Arch 3419

Credit 3 units. A&S: TH, CD

**L06 ANECC 348. Hindu Traditions**

Same as Re St 348

Credit 3 units. A&S: TH, CD, SD BU: ETH

**L06 ANECC 355. Topics in Korean Literature & Culture**

Same as Korean 355

Credit 3 units. A&S: TH, CD, SD

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**L06 ANECC 3581. Musica Ebraica: Jewish Identities in Western Music from 1600 to the 21st Century**

Same as JNE 3581

Credit 3 units. A&S: LA, CD BU: HUM

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**L06 ANECC 364. Literature and Ethics**

Same as Comp Lit 364

Credit 3 units. A&S: TH BU: ETH

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**L06 ANECC 4041. Islam and Politics**

Same as Anthro 4041

Credit 3 units. A&S: SS, CD BU: IS FA: SSP

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**L06 ANECC 405. Diaspora in Jewish and Islamic Experience**

Same as JNE 405

Credit 4 units. A&S: TH

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**L06 ANECC 4070. Judaism and Islam in Comparative Perspective**

Same as JNE 4070

Credit 3 units. A&S: TH

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**L06 ANECC 4154. Postcolonial South Asia: Nations, Cultures and Identities in Transnational Perspective**

Same as History 4154

Credit 3 units. A&S: TH, SD

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**L06 ANECC 418. Gender & Sexuality in East Asian Religions**

Same as Re St 418

Credit 3 units. A&S: TH, CD, SD

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**L06 ANECC 420. Islam, Immigrants and the Future of European Culture**

Same as IAS 420

Credit 3 units. A&S: TH, WI

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**L06 ANECC 4274. Palestine, Israel, and the Arab-Israeli Conflict**

Same as History 4274

Credit 3 units. A&S: TH

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**L06 ANECC 4324. Sacred Spaces of Islam**

Same as Art-Arch 4324

Credit 3 units. A&S: TH, CD

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**L06 ANECC 4436. Imperial Art of Ancient India**

Same as Art-Arch 4436

Credit 3 units. A&S: TH, CD

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**L06 ANECC 457. Topics in Modern Persian Literature and Culture**

Same as Pers 457

Credit 3 units. A&S: TH FA: Lit

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**L06 ANECC 484. Core Seminar in East Asian Studies**

Same as East Asia 484

Credit 3 units. A&S: TH, CD FA: SSP

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**L06 ANECC 4842. The Japanese Empire in Asia, 1874-1945**

Same as History 4842

Credit 3 units. A&S: TH, CD

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**L06 ANECC 4872. Colonial Cities and the Making of Modernity**

Same as History 4872

Credit 3 units. A&S: TH, CD FA: SSP

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**L06 ANECC 4911. The Nativist Dimension in Modern Japanese Culture**

Same as East Asia 4911

Credit 3 units. A&S: TH

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**L06 ANECC 4982. Topics in Chinese History: Women and Confucian Culture in Early Modern East Asia**

Same as History 4982

Credit 4 units. A&S: TH

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**Contact Person:**

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# Arts & Sciences: Asian and Near Eastern Languages and Literatures

The department offers programs in the study of Asian and Near Eastern languages, literatures, and cultures, including both the traditional and modern periods of their development. A major in Asian and Near Eastern Languages and Literatures offers a solid preparation for graduate study in these areas. It also opens up career opportunities in diplomacy, business, law, journalism, and higher education.

Majors and minors are offered in Chinese, Japanese, Arabic, Hebrew, and Persian; a minor is offered in Korean and Hindi (South Asian Language and Civilization). The majors typically require completion of 27 units, 18 of which must be at the 300-level or above. Specific requirements usually include one 200-level foundational course, the equivalent of four years of modern language study, one course in the classical language, and two or more courses in the relevant literary tradition. In addition, all majors (except those who are writing a Senior Honors thesis, or who are fulfilling a capstone requirement in a second major) are required to take the ANELL Senior Seminar.

The minors require the completion of 18 units, 9 of which must be at the 300 level or above. Specific requirements normally include the equivalent of two years of modern language study and one or more courses in the relevant literary tradition: three of these courses must be at the 300 level or above. Students who are double majoring must keep in mind that no more than 6 units of the 27 units required for the major and 3 units of the required 18 units for the minor may be courses that also are used to satisfy the requirements of the other major.

## Chair

### Fatemeh Keshavarz

Professor  
Ph.D., University of London

## Endowed Professor

### Robert E. Hegel

Liselotte Dieckmann Professor of Comparative Literature  
Ph.D., Columbia University

## Professors

### Nancy E. Berg

Ph.D., University of Pennsylvania

### Rebecca Copeland

Ph.D., Columbia University

### Beata Grant

Ph.D., Stanford University

## Associate Professors

### Pamela Barmash

Ph.D., Harvard University

### Lingchei Letty Chen

Ph.D., Columbia University

### Martin Jacobs

Ph.D., Habilitation Free University of Berlin

### Marvin H. Marcus

Ph.D., University of Michigan

## Assistant Professors

### Asad Ahmed

Ph.D., Princeton

### Ji-Eun Lee

Ph.D., Harvard University

### Pauline Chen Lee

Ph.D., Stanford University

### Jamie Newhard

Ph.D., Columbia University

## Senior Lecturers

### Hiroo Aridome

M.A., University of Minnesota

### Housni Bennis

M.A., Washington University

### Giore Etzion

M.A., University of Michigan

### Mijeong Mimi Kim

Ed.D., University of San Francisco

### Xia Liang

M.A., Beijing Normal University

### Virginia S. Marcus

M.A., University of Michigan; New York University

### Judy Zhijun Mu

Ph.D., University of Illinois at Urbana–Champaign

### Rami J. Pinsberg

M.Ed., University of Missouri–St. Louis

**Fengtao Wu**

M.A., Indiana University–Bloomington

**Lecturers****Wenhui Chen**

M.A., Taiwan Normal University

**Fariba Fayaz**

M.S., Adelphi University

**Shino Hayashi**

M.A.; M.A., University of Wisconsin; University of Minnesota

**Chun-ying Lin**

M.A., National Taiwan Normal University

**Kaori Nakata**

M.A., The Ohio State University

**Younasse Tarbouni**

M.A., Carson-Newman College

**Wei Wang**

M.A., University of Minnesota; Beijing Language and Culture University

**Mohammad J. Warsi**

Ph.D., Aligarh Muslim University (India)

**Professors Emeriti****Tamie Kamiyama**

Ph.D., Saint Louis University

**Viola Liu**

M.A., Seton Hall University

**Robert E. Morrell**

Ph.D., Stanford University

**James C. Shih**

Ph.D., University of California–Berkeley

**Richard H. Yang**

Ph.D., New School for Social Research

**Betty Pei-shan Yue**

M.A., Washington University

**Asian Languages and Literatures**

As a major in one of the Asian languages and literatures (Chinese or Japanese), a student can expect to gain proficiency in one or more of these languages, study the area's literary and cultural landmarks, and gain familiarity with Asian history and civilizations.

**The Majors**

For information on the major in Chinese, see the Chinese area of study page of this Bulletin.

For information on the major in Japanese, see the Japanese area of study page of this Bulletin.

There is no major in Korean.

**Near Eastern Languages and Literatures**

As a major in one of the Near Eastern languages and literatures (Arabic, Hebrew, or Persian), students can expect to gain proficiency in one or more Near Eastern languages, study the area's literary and cultural landmarks, and gain familiarity with Near Eastern history and civilizations.

**The Majors**

For information on the major in Arabic, see the Arabic area of study page of this Bulletin.

For information on the major in Hebrew, see the Hebrew area of study page of this Bulletin.

For information on the major in Persian Language and Literature, see the Persian Language and Literature area of study page of this Bulletin.

There is no major in Hindi.

**Asian Languages and Literatures**

For information on the minor in Chinese, see the Chinese area of study page of this Bulletin.

For information on the minor in Japanese, see the Japanese area of study page of this Bulletin.

For information on the minor in Korean Language and Literature, see the Korean area of study page of this Bulletin.

**Near Eastern Languages and Literatures**

For information on the minor in Arabic, see the Arabic area of study page of this Bulletin.



For information on the minor in Hebrew, see the Hebrew area of study page of this Bulletin.

For information on the minor in Persian Language and Literature, see the Persian Language and Literature area of study page of this Bulletin.

For information on the minor in South Asian Languages and Culture (Hindi), see the Hindi area of study page of this Bulletin.

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**L81 ANELL 200. Asian & Near Eastern Languages & Literatures**

A team-taught comparative introduction to the literatures and cultures of Asia and the Near East. Topics and approaches vary from year to year.

Credit 3 units. A&S: TH, CD BU: BA, HUM, IS

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**L81 ANELL 205. Literature and Film from Asia and the Near East**

A general introduction to fiction, plays, and films from Asia and the Near East. Each text is introduced by a faculty specialist in that language and culture, but most of our time is devoted to discussions of the texts. Our purpose is to explore ways that the study of literature and performance can illuminate cultures in general and several non-European cultures more specifically. And through comparisons between samples from any one culture and between our several cultures, we examine the richness of the traditions and the modern experience of writing and cinematic art from areas such as Egypt, Israel, Iran, India, China (including Taiwan and Hong Kong), Korea, and Japan. No prerequisites; all interested students are welcome. All readings available in English translation; all films are subtitled.

Credit 3 units. A&S: TH, CD BU: BA, IS

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**L81 ANELL 208. Freshman Seminar**

Credit 3 units. A&S: TH, SD BU: HUM

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**L81 ANELL 2111. World Literature**

Same as Comp Lit 211

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L81 ANELL 390. Lyrics of Mystical Love, East and West**

Same as Comp Lit 390

Credit 3 units. A&S: TH, CD, WI FA: Lit

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**L81 ANELL 400. Asian & Near Eastern Languages & Literatures Senior Seminar**

Prerequisites: this course fills the senior capstone requirement for majors in Asian and Near Eastern Languages and Literatures; it also is open to juniors majoring in ANELL and other students by permission of the instructor.

Credit 3 units. A&S: TH, CD

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**L81 ANELL 457. Topics in Modern Persian Lit & Culture**

ANECC 130. China in the Global Context: The Shanghai Experience

Same as Pers 457

Credit 3 units. A&S: TH FA: Lit

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**Phone:** 314/935-5110

**Email:** [anell@artsci.wustl.edu](mailto:anell@artsci.wustl.edu)

**Departmental website:** <http://www.artsci.wustl.edu/~anell/>

## Arts & Sciences: Biology

Biology is an exciting, diverse field ranging from the molecular biology of individual cells to interactions among entire populations of organisms. Members of the biology faculty are recognized internationally for their research and bring a variety of strengths and teaching styles into the classroom. The major program in biology provides a thorough education in the history of scientific discovery in biology, the logical and statistical procedures used to formulate and to test biological hypotheses, and technical skills needed for conducting contemporary biological research. The biology major program emphasizes the hierarchical nature of biological complexity and the major structures and functions that emerge at the molecular, cellular, organismal, populational, and ecosystem levels. Each student masters at least one dimension of contemporary research in sufficient detail to describe the major hypotheses currently being tested and to demonstrate techniques used to test those hypotheses. Mastery of this material is evident in a student's ability to critique published data, identifying ambiguities and uncertainties in conclusions drawn from those data, and to evaluate the societal importance of the research. Biology majors are prepared to make creative contributions to biology.

The biology major program provides a wide range of research opportunities. Because more than 400 faculty members conduct research in biology and biomedical sciences at Washington University, it is easy to find a project that suits a student's main interests. Many students complete their research projects at the Washington University School of Medicine, one of the top-ranked medical schools in the country. Summer research fellowship programs are available, funded by sources including the Howard Hughes Medical Institute, Children's Discovery Institute, National Science Foundation, and the Washington University Office of Undergraduate Research. See <http://www.nslc.wustl.edu/courses/Bio500/bio500.html> for detailed information on finding a research mentor. The biology department publishes a handbook that describes relevant careers in the biotechnology industries, agriculture, science communication, academic research and teaching, and health-related areas such as medicine, veterinary medicine, dentistry, and genetic epidemiology (see <http://www.nslc.wustl.edu/handbook/handbook.html>).

### Chair

#### **Kathryn G. Miller**

Ph.D., Johns Hopkins University

### Endowed Professors

#### **Robert E. Blankenship**

Lucille P. Markey Distinguished Professor in Arts & Sciences  
Ph.D., University of California–Berkeley

#### **Sarah C.R. Elgin**

Viktor Hamburger Professor in Arts & Sciences

Ph.D., California Institute of Technology

#### **Himadri B. Pakrasi**

George William and Irene Koechig Freiberg Professor of Biology  
Ph.D., University of Missouri–Columbia

#### **Ralph S. Quatrano**

Spencer T. Olin Professor of Biology  
Ph.D., Yale University

#### **Peter H. Raven**

Engelmann Professor of Botany  
Ph.D., University of California–Los Angeles

#### **Barbara A. Schaal**

Mary-Dell Chilton Distinguished Professor in Arts & Sciences  
Ph.D., Yale University

#### **Alan R. Templeton**

Charles Rebstock Professor of Biology  
Ph.D., University of Michigan

### Professors

#### **Garland E. Allen**

Ph.D., Harvard University

#### **Jonathan M. Chase**

Ph.D., University of Chicago

#### **Ian Duncan**

Ph.D., University of Washington

#### **Ursula W. Goodenough**

Ph.D., Harvard University

#### **Tuan-hua David Ho**

Ph.D., Michigan State University

#### **Robert G. Kranz**

Ph.D., University of Illinois

#### **Allan Larson**

Ph.D., University of California–Berkeley

#### **Philip A. Osdoby**

Ph.D., Case Western Reserve University

#### **Paul S. G. Stein**

Ph.D., Stanford University

**Robert E. Thach**

Ph.D., Harvard University

**Associate Professors****Douglas L. Chalker**

Ph.D., University of California–Irvine

**Erik D. Herzog**

Ph.D., Syracuse University

**Tiffany Knight**

Ph.D., University of Pittsburgh

**Barbara Kunkel**

Ph.D., Harvard University

**Petra A. Levin**

Ph.D., Harvard University

**Assistant Professors****Yehuda Ben-Shahar**

Ph.D., University of Illinois

**Bruce A. Carlson**

Ph.D., Cornell University

**Ram Dixit**

Ph.D., Cornell University

**Elizabeth S. Haswell**

Ph.D., University of California–San Francisco

**Joseph Jez**

Ph.D., University of Pennsylvania

**Kenneth M. Olsen**

Ph.D., Washington University

**Joint Professors****James Cheverud**

Ph.D., University of Wisconsin–Madison  
(Anatomy and Neurobiology, School of Medicine)

**Gayle J. Fritz**

Ph.D., University of North Carolina–Chapel Hill  
(Anthropology)

**Professors Emeriti****George B. Johnson**

Ph.D., Stanford University

**David L. Kirk**

Ph.D., University of Wisconsin

**Daniel H. Kohl**

Ph.D., Washington University

**Marilyn Krukowski**

Ph.D., New York University

**Rita Levi-Montalcini**

M.D., University of Turin

**Walter H. Lewis**

Ph.D., University of Virginia

**Barbara Pickard**

Ph.D., Harvard University

**Owen J. Sexton**

Ph.D., University of Michigan

**Nobuo Suga**

Ph.D., Tokyo Metropolitan University

**The Major in Biology**

**Total units required:** 58-67

**Required courses:**

Biol 2960 Principles of Biology I

Biol 2970 Principles of Biology II

Chem 111A General Chemistry I

Chem 112A General Chemistry II

Chem 151 General Chemistry Laboratory I

Chem 152 General Chemistry Laboratory II

Chem 261 Organic Chemistry I with Lab **and** either Chem 262

Organic Chemistry II with Lab **or** Chem 401 Physical Chemistry I

Physics 117A General Physics I (or Physics 197 Physics I)

Physics 118A General Physics II (or Physics 198 Physics II)

Math 131 Calculus I

Math 132 Calculus II

At least 18 units in advanced biology courses (numbered 300 or above) are required. These 18 units may not include Biol 303A Human Biology, Biol 307A Human Variation, 387, 388, 393, 487, 488; cross-listed courses originating in other departments (except Biol 360, 4202, 4580, 4810 and 4820, which count as biology major credit despite external origins); or more than 3 units of history-of-science courses. Majors are required to take at least one course from each of these three areas:

**Area A:** Biol 3041, Biol 3191, Biol 324, Biol 334, Biol 3371, Biol 349, Biol 4028, Biol 424, Biol 4810, Biol 4820

**Area B:** Biol 3151, 328, 3411, 3421, 3422, 4023, 4580

**Area C:** Biol 3501, 372, 381, 4170, 4181, 4182, 4183, 419, 4202

Majors also must take an advanced laboratory course from the following list: Biol 3110, 3491, 3492, 360, 404, 4191, 4193, 4342, 434W, 437, 4522.

Students who plan to take physical chemistry must take Math 233 Calculus III. Math 2200 Elementary Probability and Statistics, required for tracks in Ecology and Evolution and in Genomics and Computational Biology and Math 322 Biostatistics are valuable, particularly for students interested in research. Students who have taken Math 233 may take Math 3200 rather than Math 2200 for a more advanced treatment of statistics.

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

Biology majors may choose one of four optional tracks within the major if the students' interests lie primarily within one of these subfields of biology. A track provides strong training for graduate study in its subfield. *All tracks require completion of the biology major requirements as stated above* but provide concentrated study in one of the four subfields.

**Ecology and Evolution** —Additional requirements include Math 2200 or 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 ( ecology electives: Biol 372, 381, 4170, 419; evolution electives: Biol 3501, 4181, 4182, 4183, 4202). Also required are one elective in analytical methodology (CSE 126, CSE 424 or Math 322) and one elective in earth and planetary science (EPSc 201, 323 or 418). The course used to fulfill the advanced laboratory requirement for the major must be Biol 4193, 437, 4342 or 434W.

**Genomics and Computational Biology** —Additional requirements include Biol 3371 or 337W, Math 2200 or 320, and an outside elective (CSE 131 or 241). The course used to fulfill the advanced laboratory requirement for the major must be Biol 3492, 4342, 434W, or 437. Biology courses recommended for students in this track include Biol 3191, 324, 334, 349, 3491, 437, 4028, 4181, 4183, 4202, and 4810. Recommended electives outside biology include CSE 132, CSE 447T, Math 217, and Math 309.

**Molecular Biology and Biochemistry** —Additional requirements include Biol 4810 and 4820, Biol 334, 3371/337W, or 349, Chem 401 and 402, and one of the following: Math 2200, Math 233, or Math 3200. The advanced laboratory course used to fulfill major requirements must be one of the following: Biol 3491, 3492, 4342/434W, 437, and 4522. Additional biology courses recommended for students in this track include Biol 3041, 3191, 3491, 4023, 4183, and 5312.

**Neuroscience** —Biology major requirements must be met with the following courses: Biol 3058, area A (Biol 334 or 4810), area B (Biol 3411), area C (Biol 372, 3501, or 4183), and advanced laboratory (Biol 360 or Biol 404). Students must select at least one biology elective (Biol 3110, 3151, 3191, 328, 3371, 337W, 3421, 3422, 4031, 437, or 4580) and one outside elective either in physics (Physics 350 or 355) or in psychology (Psych 330, 360, 3604 or 4604). Math 2200 (or 3200) is recommended.

See also related majors in Biomedical Engineering, Environmental Studies, Philosophy–Neuroscience–Psychology (PNP), and Philosophy of Science.

## Additional Information

**Research:** Research opportunities are available in your first or second year through Biol 200; such opportunities are available in the third and fourth years through Biol 500. A research emphasis in the major requires at least 6 credits (two semesters) of Biol 500 research and an approved senior thesis on this research. The research emphasis is acknowledged on the degree either by Latin honors or by a research milestone (for students who do not meet the GPA requirements for Latin honors as described below).

**Senior Honors:** Biology majors are encouraged to work for senior honors, which requires a 3.3 average in biology, a 3.3 average in nonbiological sciences (mathematics, chemistry, and physics courses) and a 3.5 overall course average at the time of graduation. Also required are 6 units of Biol 500 research and an approved thesis from this work. Students interested in senior honors should begin Biol 500 no later than spring of the junior year.

The biology department awards the Marian Smith Spector Prize to an undergraduate who has an excellent academic record and submits an outstanding honors thesis. It also awards the Harrison D. Stalker Prize to a graduating senior whose college career is distinguished by scholarship, service, and breadth of interest.

## The Minor in Biology

**Units required:** 18 units of Biology and 9 units of Chemistry

### Required courses:

Biol 2960. Principles of Biology I (prerequisite Chem 111A)  
Biol 2970. Principles of Biology II (prerequisite Chem 112A)  
Chem 111A/112A. General Chemistry I and General Chemistry II

Chem 261. Organic Chemistry I

**Elective courses:**

*The minor requires 10 advanced units in Biology selected from the following:*

Biol 3041. Plant Biology and Genetic Engineering  
Biol 3058. Physiological Control Systems  
Biol 3110. Vertebrate Structure Lab  
Biol 3151. Endocrinology  
Biol 3182. Life Sciences in the 20th Century  
Biol 324. Human Genetics  
Biol 328. Introductory Human Physiology  
Biol 334. Introduction to Cell Biology  
Biol 3371. Eukaryotic Genomes  
Biol 3411. Principles of Nervous System  
Biol 3421. Introduction to Neuroethology  
Biol 3422. Genes, Brains, and Behavior  
Biol 349. Microbiology  
Biol 3492. Eukaryotic Microbes Lab  
Biol 3501. Evolution  
Biol 360. Biophysics Laboratory  
Biol 372. Behavioral Ecology  
Biol 381. Introduction to Ecology  
Biol 4023. How Plants Work  
Biol 4028. From Seed to Senescence  
Biol 4031. Biological Clocks  
Biol 404. Lab of Neurophysiology  
Biol 4170. Population Ecology  
Biol 4181. Population Genetics  
Biol 4182. Macroevolution  
Biol 4183. Molecular Evolution  
Biol 419. Community Ecology  
Biol 4193. Experimental Ecology Lab  
Biol 4202. Evolutionary Genetics  
Biol 427. Problem-Based Learning in Biomedicine  
Biol 4342. Research Explorations in Genomics  
Biol 434W. Research Explorations in Genomics (Writing-Intensive)  
Biol 437. Lab of DNA Manipulation  
Biol 450W. Topics in History of Eugenics  
Biol 451. General Biochemistry  
Biol 4522. Laboratory in Protein Analysis, Proteomics, and Protein Structure  
Biol 4580. Principles of Human Anatomy/Development  
Biol 4810. General Biochemistry I  
Biol 4820. General Biochemistry II

## Additional Information

All courses utilized for the Biology minors 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.

### L41 Biol 1100. Introduction to Environmental Studies

Same as EnSt 110

Credit 3 units. A&S: NS BU: SCI

### L41 Biol 112. Freshman Seminar: Introduction to Problem-based Learning in Biology

Small groups of students take responsibility for their own active learning in their team with guidance from an instructor. Each group in rotation considers four problems of biological importance such as rainforest destruction, coral reefs, laboratory diagnoses, sleep, high altitude, deafness, infertility, modern epidemics, clinical cases, genetic engineering, and cloned animals. Students find the background information by library searches and integrate this knowledge in group discussions. Enrollment limited. Intended for but not limited to prospective biology majors. Prerequisite: high school Biology, preferably an AP class.

Credit 3 units. A&S: NS BU: SCI FA: NSM

### L41 Biol 181. Freshman Seminar in Biology

A lecture course intended for first-year students that focuses on the practice and culture of biomedical research. Active researchers describe the biological context of their research, the specific questions formulated, the means by which they pursue the answers, and their data and conclusions. The focus is on process: how biologists pursue their profession in a research setting. Additional topics of clinical and contemporary interest are often included. Students are expected to attend all lectures. Must be taken Credit/no credit.

Credit 1 unit. A&S: NS FA: NSM

### L41 Biol 1810. Freshman Seminar in Imaging Sciences

An introduction to the breadth and depth of imaging sciences across the schools of Arts & Sciences, Medicine, and Engineering, on topics from radiology to cell biology. Seminars are presented by experts in these fields to acquaint undergraduate students with advances in imaging sciences and research opportunities in these areas. This seminar is the preferred entry point for freshman and sophomores for the Imaging Sciences Pathway ([imagingpathways.wustl.edu/](http://imagingpathways.wustl.edu/)). No prerequisites, primarily for freshman and sophomores, but open to all students.

Credit 1 unit. A&S: NS BU: SCI

### L41 Biol 191. Phage Hunters

Same as Focus 1910

Credit 3 units. A&S: NS BU: SCI



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**L41 Biol 192. Phage Bioinformatics**

Same as Focus 1920

Credit 3 units. A&S: NS

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**L41 Biol 200. Introduction to Research**

An introduction to laboratory and field research in biology for first- and second-year students. Students work under the supervision of a sponsor in a setting of established, ongoing research. Prerequisite: permission of sponsor and the department. For online enrollment instructions see: [www.nslc.wustl.edu/courses/Bio500/bio500.html](http://www.nslc.wustl.edu/courses/Bio500/bio500.html). Students will be registered by the department after approval is granted.

Credit variable, maximum 3 units. A&S: NS FA: NSM

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**L41 Biol 210A. Epic of Evolution: Life, Earth and Cosmos**

Same as EPSc 210A

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L41 Biol 224. Infectious Diseases: Past, Present and Future**

A variety of important infectious diseases are discussed. Attention is paid to the causative agent, natural source, disease symptoms, mode of transmission, treatment, prevention, evolution, eradication, and historical impact of each. Lectures and assigned reading include discussions of small pox, yellow fever, measles, hemorrhagic fevers, AIDS, influenza, rabies, West Nile, SARS, plague, typhus, cholera, tuberculosis, syphilis, malaria, Lyme disease, and antibiotic resistant pathogens. The mechanisms underlying the emergence of "new" diseases are emphasized. Two one-hour lectures per week; two mid-term exams and a final constitute the basis for grades. Enrollment limited to 50 students.

Credit 2 units. A&S: NS

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**L41 Biol 265. Experience in the Life Sciences**

Section 02: This course offers undergraduate students the unique opportunity to participate in teaching of anatomy and physiology in a local public high school. The course is designed to provide university students interested in Medicine/Health and or Science careers with a means to serve the community by offering knowledge-based teaching assistance to a diverse population of students. Participants are required to spend a minimum of 72 classroom hours (two hours, 3 times per week for 12 weeks) per semester in the high school class. Class schedule to be arranged per agreement of course coordinator and high school classroom instructor. Eight additional 75-minute evening classroom discussion sessions are required. Discussion topics include: effective classroom communication and instruction; educational challenges in today's society; academic excellence as a community goal; and building social consciousness to prepare for careers in medicine, health and science. Prerequisites: application required; minimum 6 credits of college-level anatomy and/or physiology course work, minimum science GPA of 3.2. Credit/no credit only.

Credit 1.5 units.

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**L41 Biol 2651. MedPrep Program - Experience in Life Sciences**

Through a weekly two-hour lecture, students receive accurate, straightforward, and detailed information regarding every step of the medical education process. They are taught how to use their four years in college in order to be prepared and competitive for medical school. Everything from the timing of one's AMCAS application to the medical school interview is covered. Students learn about the two major types of medical school curricula; how to pick a medical school; the examination process in both medical school and residency; how medical students choose a specialty; and the lifestyle in medical school, residency, and beyond. Tips on the application process and on financing one's medical education are given directly from the Dean of Admissions and the Dean of Financial Aid, respectively, for the School of Medicine. A Q&A session with resident physicians from several different specialties is held in order to learn what doctors like and don't like about their chosen specialties and the challenges they've faced during their training. Another Q&A session is held with students from the School of Medicine, (both M.D. and M.D./Ph.D.) who provide tips on how to prepare for medical school and what to expect. Important topics such professionalism, medical ethics, universal healthcare, coping with death and dying and the growing problem of medical malpractice also are covered. The only course work involved in this section is a weekly essay assignment focusing on questions students might face on the interview trail. The purpose of this course is to prepare students for the realities of a life in medicine and/or help them decide whether medicine is the right career for them. Credit/no credit only.

Credit 1 unit.

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**L41 Biol 2652. Pediatric Emergency Medicine Research Associates Program: Experiences in Life Sciences**

The Pediatric Emergency Medicine Research Associates Program (PEMRAP) offers undergraduate premedical students the 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 under way in various areas of pediatric emergency medicine. Topic areas include: abdominal injury, identification of new viruses in children with fever, and antibiotics-resistant staph infections. Research associates are expected to work two four-hour shifts per week and to attend a weekly two-hour meeting on Tuesdays from 1:30 to 3:30 p.m. at St. Louis Children's Hospital. Weekly meeting includes lectures given by Emergency Department faculty members. This program offers students the unique opportunity to be a vital part of the ED research team. In addition, the RA's experience in the ED may help him/her determine if medicine is truly the career path he/she wishes to choose. Credit/no credit only.



Credit 3 units.

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**L41 Biol 2653. Course for Associates of Research in Emergency Medicine (CAREm)**

CAREm is a unique program designed specifically for students considering a career in medicine and/or research. In this course, students introduced to clinical research work in the Emergency and Trauma Center of Barnes-Jewish Hospital at Washington University School of Medicine. Students assist investigators on various research studies, including traumatic brain injury, diabetes, influenza, pneumonia, radiology, and more. CAREm is limited to 12 students per semester. Spots in the course are given to the first 12 students who have submitted a completed registration packet and fulfilled the requirements of the Barnes-Jewish Hospital Volunteer Program. Students are contacted individually prior to the first week of class to ensure that the mandatory requirements are met and to schedule times for other specific requirements to take place. Each student is required to dedicate eight hours per week as a research assistant (RA) for clinical research trials. As research assistants, students' duties require them to screen patients in the Emergency Department, consent eligible patients, complete various documentation, and perform other research-related activities. Through a weekly two-hour lecture, students are educated on the importance of ethical research and the different types of research conducted. In addition, students are introduced to methodological concepts of the various clinical research projects. Weekly lectures include presentations given by faculty members and the course masters. The lecture series includes topics such as basics of clinical research, types of clinical research, study design and methodology, and basic statistics. Credit/no credit only. Prerequisite: sophomore, junior, and senior level only.

Credit 3 units.

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**L41 Biol 2960. Principles of Biology I**

The course provides an introduction to cellular, molecular, and developmental biology. An understanding of cellular architecture and the properties of biological macromolecules is integrated with discussion of the flow of genetic information within cells. The final section of the course covers investigation and manipulation of genetic information by molecular genetic technologies, as well as developmental strategies employed by multicellular eukaryotes. Weekly labs reinforce concepts from lectures and explore common laboratory techniques and computer-based resources. Prerequisites: Chem 111 and Chem 112 (concurrently). Three hours of lecture and two hours of lab per week.

Credit 4 units. A&S: NS BU: SCI

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**L41 Biol 2970. Principles of Biology II**

A broad overview of genetics, including Mendelian assortment, linkage, chromosomal aberrations, variations in chromosome number, mutation, developmental genetics, quantitative genetics,

population genetics, mechanisms of evolution, and phylogenetics. Three lectures and one laboratory period each week. Prerequisite: Biol 2960, or permission of instructor.

Credit 4 units. A&S: NS BU: SCI

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**L41 Biol 303A. Human Biology**

How did Elvis, Socrates, and Babe Ruth die? How did David Letterman and Dick Cheney survive? In this course we work toward understanding the biology behind human health and disease. We examine cases from the news, literature, and history. We work like detectives to understand how and why the characters were affected, and healed or died. This course is designed for students who do not plan to major in science, and no prior science background is expected. Prerequisite: sophomore standing or permission of instructor. A student may not receive credit for both Biol 303A and Biol 100A, 2960, 2970, or UCollege B320, B3201, B321, B3211.

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L41 Biol 3041. Plant Biology & Genetic Engineering**

A 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 second half of the course emphasizes gene structure, expression, and cloning as well as methods for introducing foreign DNA into plant cells and regenerating fertile plants in tissue culture. Examples of genetically engineered traits discussed include: engineered herbicide resistance; virus and insect resistance; delayed fruit ripening; the use of plants for production of industrial and pharmaceutical compounds. Prerequisites: Biol 2960 and Biol 2970.

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L41 Biol 3058. Physiological Control Systems**

Systems physiology with emphasis on human physiology. Prerequisites: Biol 2960 and Chem 112A.

Credit 2 units. A&S: NS

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**L41 Biol 307A. Human Variation**

Same as Anthro 307A

Credit 3 units. A&S: NS, SD, QA BU: SCI FA: NSM

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**L41 Biol 3110. Vertebrate Structure Laboratory**

A lecture/laboratory course designed to provide an integrative framework for how vertebrate form and function evolved. Weekly lectures emphasize development and the relationship between the structural and functional design of organ systems, the importance of these relationships in maintaining homeostasis while providing opportunity for adaptation, and examples of how vertebrate organ systems communicate to accomplish functional and physiological integration. 1.5 hour lecture and five hours lab each week. Prerequisite: Biol 2970.

Credit 4 units. A&S: NS BU: SCI

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#### **L41 Biol 3151. Endocrinology**

An overview of mammalian endocrine systems with an emphasis on human physiology and development. The interplay between systemic, local cell, and tissue interactions as well as the cell and molecular events associated with hormone action are discussed. Examples of endocrine evolution and pathological conditions related to endocrine imbalances also are included. Prerequisite: Biol 2970.

Credit 3 units. A&S: NS BU: SCI FA: NSM

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#### **L41 Biol 3182. History of the Life Sciences in the 20th Century**

This course explores the vast changes that the life sciences underwent between 1890 and 2000, from a largely descriptive and qualitative science to a highly experimental and quantitative science. Topics include the rejection of Haeckelian morphology; the rise of experimental embryology; the rediscovery of Mendel and development of the Mendelian-chromosome theory; the new "ecology" of the Chicago school; the introduction of feedback and control systems in physiology; the synthesis of Mendelism and Darwinism; the rise of biochemistry and molecular biology, and the genomic revolution. In each topic, biological ideas are placed in their historical and social contexts. Prerequisites: at least a high school or, preferably, college-level introductory course in biology and/or permission of the instructor.

Credit 3 units. A&S: NS

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#### **L41 Biol 3183. A History of Genetics in the Twentieth Century**

After a brief survey of pre-20th century theories of heredity, this course examines the work of Gregor Mendel and its rediscovery in 1900, as well as its expansion as an interfield theory in combination with the chromosome theory, which was pioneered beginning in 1910 by T.H. Morgan at Columbia and R.A. Emerson at Cornell and which led to the expansion of classical genetics up to World War II. The beginnings of biochemical and molecular genetics in the 1920s and 1930s developed rapidly after the war with the double-helix theory of DNA and the rise of molecular genetics. The course ends with examination of the Human Genome Project (Initiative) and the ramifications of genetic biotechnology. Throughout, emphasis is placed not only on the technical and theoretical developments comprising genetics as an epistemic field, but also on the economic, social, political and philosophical interconnections between genetics and society. Agriculture, medicine, and the ideology of social control (including such movements as eugenics and Nazi race hygiene) both influenced and were influenced by genetics and played an integral part in the construction of the science itself. Readings are drawn from the primary and secondary literature. There are mid-term final exams and periodic student reports. Prerequisite: Biol 2960 and Biol 2970.

Credit 3 units. A&S: NS

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#### **L41 Biol 3184. Topics in American Literature: Ascendancy of Biology**

Same as E Lit 423

Credit 3 units. A&S: TH, SD FA: Lit

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#### **L41 Biol 324. HUMAN GENETICS**

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: NS BU: SCI

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#### **L41 Biol 3262. Medicinal Botany**

Medicinal Botany is the study of plants having medical applications. Plants provide the molecular basis of many pharmaceuticals, as direct compounds or molecular blueprints. Modern science blurs the traditional distinction between nutrition and medicine. This class provides an interface between botany, traditional medicinal plant use, and Western medicine. It examines curative as well as potentially harmful impacts on human health of plants with medicinal and psychoactive properties. Special attention is given to utilization of medicinal plants in traditional cultures, as well as in codified alternative medicinal systems (e.g. Ayurveda, Chinese Medicine) and in our Western culture. The class uses a seminar format to examine current knowledge of medicinal plants throughout the world, including a short introduction to plant taxonomy and ethnobotanical research methods. Grading is based on two short papers, one long paper and an in-class presentation of material from the long paper. Prerequisites: Biol 2970, or Anthro 150 and 160.

Credit 3 units. A&S: NS

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#### **L41 Biol 328. Principles in Human Physiology**

This course is designed to provide students with an understanding of the function, regulation, and integration of the major organ systems of the body. Course content includes neural and hormonal homeostatic mechanisms, and study of the circulatory, respiratory, digestive, urinary, musculoskeletal, nervous, endocrine, immune and reproductive organ systems. Mechanisms of exercise physiology are integrated throughout the course. Prerequisite: Biol 3058 or equivalent.

Credit 4 units. A&S: NS BU: SCI FA: NSM

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**L41 Biol 334. Cell Biology**

Eukaryotic cell structure and function viewed from the perspective of modern cell biology. Lectures cover such topics as membrane transport; endocytosis and secretion; intracellular trafficking; hormones and signal transduction; extracellular matrix and tissue formation; cytoskeleton and motility; and cell cycle, apoptosis, and the cellular basis of disease. Prerequisite: Biol 2970.

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L41 Biol 3371. Eukaryotic Genomes**

An advanced exploration of the structure and function of DNA within the eukaryotic nucleus. Lecture and discussion cover topics of chromatin and chromosome structure, control of gene transcription, RNA processing, and DNA replication and repair. The relevance of these topics to the genetic basis of human disease is discussed. Throughout, the experimental data that shape our current understanding are emphasized. Course grades based on exams, problem sets, and short papers. Lecture three hours per week plus required discussion section meeting every other week. Prerequisites: Biol 2970, Chem 251 (may be taken concurrently).

Credit 4 units. A&S: NS BU: SCI

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**L41 Biol 3411. Principles of the Nervous System**

The basic anatomical, physiological, and chemical organization of the nervous system: how nerve cells communicate with each other, the ionic basis of nerve signals, the function and properties of chemical agents in the nervous system, the development of neural circuitry, and how neurons interact to produce behavior. Prerequisites: Biol 2960 or Psych 340 and permission of instructor; Biol 3058 recommended.

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L41 Biol 3421. Introduction to Neuroethology**

The neural mechanisms of animal behavior from an evolutionary and ecological perspective. Topics include: contributions of model systems to understanding fundamental properties of nervous system structure and function; electrical signals of sensory cells, neurons, and muscle; neural processing of sensory input; neural control of behavioral output; anatomy and physiology of sensory and motor systems; learning and memory; evolution of neural circuits. Prerequisite: either Biol 3058, Biol 3411, or Psych 3401.

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L41 Biol 3422. Genes, Brains and Behavior**

Genetic studies of physiological systems underlying animal behavior, including the genetic basis for normal and abnormal behaviors in animals and humans. Topics include: history of behavioral genetics; the ongoing debate about "nature vs. nurture"; contributions of genetic model systems including the nematode *Caenorhabditis elegans*, the fruit fly *Drosophila melanogaster*, and zebrafish; molecular mechanisms underlying

the evolution of behavioral phenotypes; the emerging role of epigenetics in regulating nervous-system functions and behavior; the use of genetic and genomic analyses in studies of human behavior and psychiatric disorders. Prerequisite: Biol 2970.

Credit 3 units. A&S: NS

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**L41 Biol 349. Microbiology**

This 4-credit lecture course focuses on the molecular biology of bacteria, archaea, and viruses. Topics include: the bacterial cell cycle, gene regulation, stress response, cell-cell communication, viral and bacterial pathogenesis, microbial ecology, and metabolic diversity. Friday tutorials stress analysis of the primary literature with an emphasis on current research related to material covered in lecture. Prerequisites: Biol 2960 and 2970, or permission of instructor.

Credit 4 units. A&S: NS FA: NSM

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**L41 Biol 3491. Microbiology Laboratory**

After introducing students to the basics of bacterial growth and maintenance, this laboratory class employs genetics, cell biology, and genomics to explore various aspects of bacterial physiology, identification, gene structure, and mutational analysis of physiological pathways. Prerequisite: Biol 349 required. May be taken concurrently. One-hour lecture and five hours of laboratory per week. Fulfills the upper-level laboratory requirement for the Biology major.

Credit 3 units. A&S: NS FA: NSM

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**L41 Biol 3492. Laboratory Experiments with Eukaryotic Microbes**

This research-intensive course provides an introduction to diverse molecular and cell biology techniques used in model experimental organisms to explore fundamental biological questions. Experiments are performed using selected fungi and protozoans commonly used in major research efforts. Emphasis is placed on choosing the appropriate organism for the question posed using the most current technologies. Each semester, one cellular process is studied in detail and original research is carried out. Prerequisites: Biol 2960 and 2970 and permission of instructor-contact early to ensure enrollment. One hour of lecture and six hours of laboratory a week. Fulfills the upper-level laboratory requirement for the Biology major. Enrollment limited to 12.

Credit 3 units. A&S: NS

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**L41 Biol 3501. Evolution**

A general survey of organic evolution covering both micro and macroevolution. Topics include natural selection, adaptation, evolution of pathogens, formation of species, and phylogeny. Prerequisite: Biol 2970.

Credit 4 units. A&S: NS BU: SCI FA: NSM

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**L41 Biol 360. Biophysics Laboratory**

Same as Physics 360

Credit 3 units. A&S: NS

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**L41 Biol 372. Behavioral Ecology**

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. Prerequisite: Biol 2970 or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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**L41 Biol 381. Intro to Ecology**

This course explores the science of ecology, including factors that control the distribution and population dynamics of organisms, the structure and function of biological communities, how energy and nutrients flow across ecosystems, and what principles govern ecological responses to global climatic and other environmental changes. The class format includes lectures, discussions, and small group exercises. Assignments include quantitative data analysis, ecological modeling, and scientific writing.

Credit 3 units. A&S: NS

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**L41 Biol 387. Undergraduate Teaching**

Exceptional undergraduates serve as teaching assistants for laboratory and/or discussion sections in departmental courses. Normally 2 or 3 units are given per semester, subject to the approval of the instructor and the department. Credit may not be counted toward fulfilling the biology major; application form in Department of Biology Student Affairs office. Prerequisite: permission of instructor. Credit /no credit only.

Credit variable, maximum 3 units. A&S: NS FA: NSM

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**L41 Biol 3873. Human Energetics and Physiology**

Same as Anthro 3873

Credit 3 units. A&S: NS

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**L41 Biol 393. Practical Skills in Environmental Biology Research**

Same as EnSt 393

Credit 2 units. A&S: NS

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**L41 Biol 4023. How Plants Work: Physiology, Growth and Metabolism**

This course introduces students to the fundamentals of how plants grow, metabolize and respond to their environment. Topics to be covered include the conversion of light energy into chemical energy through photosynthesis and carbon fixation; nitrogen assimilation; water and mineral uptake and transport; source-sink relationships and long-distance transport of carbon and nitrogen;

cell growth and expansion; hormone physiology; and physiological responses to a changing environment. Prerequisite: Biol 2970 or permission of instructors.

Credit 3 units. A&S: NS

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**L41 Biol 4028. From Seed to Senescence: The Genetics, Development, and Cell Biology of Plants**

This course introduces students to the unique features of plant cells, plant genomes, and plant development, and examines the many significant ways in which plants differ from animals. Major topics include how plant stem cells continuously give rise to leaves and flowers (unlike animals, where organs are pre-formed during embryogenesis), and how plants reproduce without a dedicated germline (animals set aside germ cells early in development). A number of mutants that are defective in important developmental transitions are discussed, some of which are the basis for familiar fruit and vegetable crops. Also covered are the genetic and genomic methods used to generate and to analyze plant mutants, and recent technical advances that have furthered our understanding of plant growth and development. Reading of primary literature and computer-based exploration of online genomics tools are parts of the course. Prerequisite: Biol 2970 or permission of Dr. Haswell.

Credit 3 units. A&S: NS

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**L41 Biol 404. Laboratory of Neurophysiology**

Neurophysiology is the study of living neurons. Students record electrical activity of cells to learn principles of the nervous system including sensory transduction and coding, intercellular communication and motor control. The course meets for eight hours each week. Students may leave the lab for up to two hours. Prerequisites: Biol 3411 or Psych 4411, and permission of instructor. Biol 3411 may be taken concurrently.

Credit 4 units. A&S: NS, WI FA: NSM

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**L41 Biol 4170. Population Ecology**

This course examines the ecological factors that cause fluctuation and regulation of natural populations and emphasizes the utility of mathematical models to assess the dynamics of populations. The course includes lecture, discussions, and computer labs using the programming language MATLAB. Emphasis is placed on principles as applied to conservation and management. Topics include assessing extinction risk of rare species, invasion dynamics of exotic species, demographic, and environmental stochasticity, metapopulation dynamics, structured populations, the role of species interactions, and microevolutionary processes. Prerequisites: Calculus (Math 131 and 132), and either or both of Biol 2970 and EnSt 295.

Credit 3 units. A&S: NS, QA

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**L41 Biol 4181. Population Genetics**

An introduction to the basic principles of population and ecological genetics. Mechanisms of microevolutionary processes; integrated ecological and genetic approach to study the adaptive nature of the evolutionary process. Prerequisite: Biol 2970.

Credit 3 units. A&S: NS FA: NSM

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**L41 Biol 4182. Macroevolution**

An advanced introduction to the study of macroevolutionary patterns and processes with emphasis on the systematic methodology employed. Topics: theories of classification, phylogenetic reconstruction, testing of historical hypotheses, hierarchy theory, adaptation, extinction, speciation, developmental mechanisms of organismal evolution, biogeography. Prerequisite: permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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**L41 Biol 4183. Molecular Evolution**

A rigorous introduction to the study of evolution at the molecular level. Topics include the origin, amount, distribution and significance of molecular genetic variation within species, and use of molecular data in systematics and in testing macroevolutionary hypotheses. Prerequisite: Biol 2970 or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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**L41 Biol 419. Community Ecology**

Basic principles of community ecology, including species interactions, spatial and temporal patterns of biodiversity, and ecosystem functioning. Analytical theory, statistical patterns, and experimental approaches are emphasized. Intended for students wanting a rigorous overview of ecological principles. Prerequisites: at least one of the following courses: Biol 3501, 372, 381, 4170, 4193, EnSt 370 or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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**L41 Biol 4191. Biology Field Course in Ecology**

An introduction to the study of organisms in relation to their environment, this field course focuses on the application of methods and techniques commonly used in ecological studies. Lectures focus on taxonomy, natural history, wildlife-habitat relations, hypothesis testing, experimental design, and research techniques. Field trips to local sites are made to conduct ecological studies at the level of organisms, populations, and communities. Lab time is used to process samples, collate, and analyze data. Prerequisites: Biol 381 or a comparable course with permission of the instructor.

Credit 2 units. A&S: NS FA: NSM

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**L41 Biol 4193. Experimental Ecology Laboratory**

Design and interpretation of ecological experiments, with an emphasis on hypothesis testing, sampling methodology, and data analyses. Sessions address fundamental ecological questions and include field, greenhouse, and laboratory (microcosm) studies on a variety of taxa and ecosystems. Generally work is done before dark (5 to 6 p.m.), although occasionally goes as late as 7 p.m.). Includes occasional required Saturday field trips to local sites (e.g., forests, wetlands, prairies, streams) for in-depth study. Assignments are primarily several written assignments, including final projects and in-class participation. Fulfills the upper-level laboratory requirement for the Biology major. One hour of lecture and four hours of laboratory per week. Prerequisites: permission of instructor and at least one of the following: Biol 381 (Introduction to Ecology), Biol 372 (Behavioral Ecology), EnSt 370 (Biological Conservation), Biol 4170 (Population Ecology), Biol 419 (Community Ecology), or Biol 3501 (Evolution). Credit will not be awarded for both Biol 4191 and 4193. Enrollment is limited to 15 students.

Credit 4 units. A&S: NS, WI

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**L41 Biol 4202. Evolutionary Genetics**

Same as Anthro 4202

Credit 3 units. A&S: NS FA: NSM

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**L41 Biol 4213. Plants and American People: Past and Present**

Same as Anthro 4213

Credit 3 units. A&S: SS FA: SSP

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**L41 Biol 424. Immunology**

The basic molecular and cellular aspects of the vertebrate immune system, emphasizing specificity of immune reactions, structural and genetic bases of diversity, cellular mechanisms in antigen recognition, and effector mechanisms in immunity. Other topics include regulation of immunity, allergy, autoimmunity, tissue transplantation. Prerequisites: Biol 2970 or permission of instructor, and Chem 252 (may be taken concurrently).

Credit 4 units. A&S: NS

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**L41 Biol 427. Problem-Based Learning in Biomedical Sciences**

Groups of five to eight students are presented with medical case studies that are then researched and discussed under faculty guidance. Students take major responsibility for their own learning within their team. Enrollment limited to 30 students. Prerequisites: Biol 3050 and some experience in molecular biology. A biology or science background is required.

Credit 3 units. A&S: NS, WI FA: NSM

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**L41 Biol 4342. Research Explorations in Genomics**

A collaborative laboratory investigation of a problem in genomics, involving generation of a large data set (either genomic sequence or microarray analysis of gene expression) and computer analysis of the data. In spring 2010, the research problem involves sequencing a region of the *Drosophila grimshawi* genome and analyzing by comparison to *Drosophila melanogaster* data to examine patterns of genome organization and gene regulation. Class meets at the WU Genome Sequencing Center during the first half of the semester and in the Biology Department the second half of the semester. Prerequisites: Biol 297A, Chem 111/112 and Chem 151/152 and permission of the instructor. While 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: NS

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**L41 Biol 434W. Research Explorations in Genomics (Writing Intensive)**

Content equivalent to Biol 4342. Students electing the writing option are required to revise each of three papers (on finishing of their fosmid; gene finding in a human/chip comparison; and annotating their fosmid) at least once.

Credit 4 units. A&S: NS, WI

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**L41 Biol 437. Laboratory on DNA Manipulation**

An introduction to laboratory techniques for experimental manipulation of DNA (and RNA) molecules, including construction, isolation, and analysis of plasmids, RNA, PCR products and sequencing. Molecular cloning experiments, RNA isolation, RT-PCR, Southern analysis and plant transformation are performed as class projects. Prerequisites: Biol 2970, Chem 152, and permission of instructor. One hour of lecture and eight hours of laboratory each week. This course fulfills the upper-level laboratory requirement for the Biology major. Enrollment is limited to 18.

Credit 4 units. A&S: NS FA: NSM

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**L41 Biol 450W. Topics in the History of Eugenics**

This is a research-based seminar that explores the history of eugenics both in the United States and abroad, roughly in the period 1890-1960. The seminar begins with reading of some of the seminal works in the history of eugenics coupled with a discussion of historiographical problems associated with this topic. The second part of the seminar is devoted to reading primary sources on various topics (race-crossing, family pedigrees, inheritance of specific traits such as criminality, feeble-mindedness, manic depression, pauperism, etc. The third part of the course examines the transformation of eugenics in the population control movement of the 1950s and 1960s. Students give class reports on various readings and prepare four short papers (five to seven

pages) as part of the writing-intensive requirement. Emphasis is on both the biological content and social/economic/political context of eugenics work in the first half of the 20th century.

Credit 3 units. A&S: NS, WI

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**L41 Biol 451. General Biochemistry**

A study of structure-function relationships as applied to carbohydrates, proteins, and lipids; intermediary metabolism of principal cellular components; and general aspects of regulation. Prerequisites: Biol 2970 and Chem 252 and permission of department. Recommended for students who have achieved grades of B or better in the prerequisites. Students may not receive credit for both Biol 4801 and Biol 451. Small class.

Credit 4 units. A&S: NS FA: NSM

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**L41 Biol 4522. Laboratory in Protein Analysis, Proteomics and Protein Structure**

In this laboratory course, students learn principles and methods of protein quantitation, protein purification, assessment of purity using SDS-polyacrylamide gel electrophoresis, separation of complex protein mixtures by two-dimensional gel electrophoresis, definition of units of enzymatic activity, and identification of proteins using antibodies and/or mass spectrometry. The final part of the course introduces students to concepts of structural biology including protein crystallization, X-ray crystallography, and computer modeling of protein structures. Fulfills the upper-level laboratory requirement for the Biology major. Prerequisites: Chem 252 and either Biol 451 or Biol 4501/Chem 456. Permission of instructor required. Limit: Eight students. Eight hours of laboratory/lecture per week.

Credit 3 units. A&S: NS FA: NSM

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**L41 Biol 4580. Principles of Human Anatomy and Development**

Same as Anthro 4581

Credit 3 units. A&S: NS FA: NSM

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**L41 Biol 4810. General Biochemistry I**

Same as Chem 481

Credit 3 units. A&S: NS

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**L41 Biol 4820. General Biochemistry II**

Continuation of General Biochemistry I. Topics include carbohydrate, lipid and amino acid metabolism, signal transduction, transport across membranes, DNA replication and repair, transcription and translation, molecular motors, mechanisms of drug action and natural products biosynthesis. Prerequisite: Chem 481 or Biol 481.

Credit 3 units. A&S: NS

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**L41 Biol 4830. Bioenergy**

A broad overview of the flow of energy, captured from sunlight during photosynthesis, in biological systems, and current approaches to utilize the metabolic potentials of microbes and plants to produce biofuels and other valuable chemical products. An overall emphasis is placed on the use of large-scale genomic, transcriptomic, and metabolomic datasets in biochemistry. The topics covered include photosynthesis, central metabolism, structure and degradation of plant lignocellulose, and microbial production of liquid alcohol, biodiesel, hydrogen, and other advanced fuels. Course meets during the second half of the spring semester. Prerequisite: Biol 4810 or permission of instructor. Credit 2 units. A&S: NS

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**L41 Biol 487. Undergraduate Teaching**

Exceptional undergraduates serve as teaching assistants for laboratory and/or discussion sections in departmental courses. Normally 2 or 3 units are given per semester, subject to the approval of the instructor and the department. Credit may not be counted toward fulfilling the biology major; application form in Department of Biology Student Affairs office. Prerequisite: permission of instructor. Credit/no credit only. Credit variable, maximum 3 units. A&S: NS FA: NSM

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**L41 Biol 493. Seminar in Advanced Biology**

In special cases, credit may be given for individual study. Topics of study and credit must be arranged with a faculty sponsor and approved by the department. Credit variable, maximum 4 units. A&S: NS FA: NSM

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**Phone:** 314/935-6860  
**Email:** [webmaster@biology.wustl.edu](mailto:webmaster@biology.wustl.edu)  
**Departmental website:** <http://wubio.wustl.edu/>

## Arts & Sciences: Center for the Humanities

The Center for the Humanities offers the Minor in Children's Studies. In the Children's Studies minor, you will learn about children and childhood while drawing on the expertise of the departments of Education, Psychology, English, and History, and the programs in African and African-American Studies and American Culture Studies. You will develop a sophisticated interdisciplinary understanding of childhood and the issues surrounding the treatment and status of children throughout history.

A minor in Children's Studies will expose students to an interconnected set of ideas about children as objects and subjects in a variety of essential disciplines. This minor would be especially attractive to students in Education, Psychology, English, History, and American Culture Studies.

Students who minor in Children's Studies will receive special invitations to symposia, lectures, and other events related to the minor sponsored by the Center for the Humanities.

The Children's Studies minor will:

- supplement students' majors,
- enhance the standard liberal arts education with interdisciplinary instruction in the theory, research, and practices of children and childhood,
- facilitate the exploration of professional careers related to children,
- promote research collaboration for faculty and students to strengthen the academic study of children.

The minor combines largely quantitative social sciences courses that measure and analyze how children mature with courses in the humanities that examine art, literature, and film dealing with children. Also, you will learn about the effects institutions have had on children, both institutions specifically designed for children and those that aren't but with which children have important interaction.

Courses will explore childhood as a form of creative memory for adults in the production of children's literature, a major market in the Western world. Courses also will look at the history of the idea of childhood and how that concept and childrearing practices generally have changed over time in the Western world.

Students will consider how, since the rise of industrialism in the West, various political factions have used childhood and children to further political causes—from banning pornography to banning steroids. Finally, the impact of childhood and youth on the formation of popular culture will be examined.

### Director

#### Gerald Early

Merle Kling Professor of Modern Letters  
(English, African and African-American Studies)

### Participating Faculty

#### Annette Appell

Professor of Law and Associate Dean for Clinical Affairs  
J.D., Northwestern University School of Law  
(School of Law)

#### Lynnea Brumbaugh-Walter

Lecturer  
Ph.D., Washington University

#### Peter MacFarland Coogan

Adjunct Instructor  
Ph.D., Michigan State University  
(University College)

#### D. B. Dowd

Rotary International Postgraduate Scholar, the Nova Scotia  
College of Art and Design, Halifax, NS  
M.F.A., University of Nebraska  
(College of Art)

#### Garrett Duncan

Associate Professor  
Ph.D., The Claremont Graduate School  
(African and African-American Studies, American Culture Studies,  
Education)

#### Mary Ann Dzuback

Associate Professor  
Ph.D., Columbia University  
(Education; History; Women, Gender, and Sexuality Studies)

#### Korina Jocson

Assistant Professor  
Ph.D., University of California at Berkeley  
(Education)

#### Jyostna Kapur

Associate Professor  
Ph.D., Northwestern University  
(Film Studies, Southern Illinois University)

#### Connie Levy

Poet and Teacher  
M.A., Washington University

#### Lori Markson

Assistant Professor  
Ph.D., University of Arizona  
(Psychology)

**Eric McGlothlin**

Assistant Professor  
Ph.D., University of Virginia  
(Germanic Languages and Literatures; Women, Gender, and  
Sexuality Studies)

**Patricia McKissack**

Author  
M.A., Webster University

**Amy Pawl**

Lecturer  
Ph.D., University of California–Berkeley  
(English)

**Laura Ann Rosenbury**

Associate Professor  
J.D., Harvard University  
(School of Law)

**Keith Sawyer**

Associate Professor  
Ph.D., University of Chicago  
(Education, Philosophy–Neuroscience–Psychology, Psychology)

**Meghan Sinton**

Research Instructor Faculty  
Ph.D., Pennsylvania State University  
(Department of Psychiatry)

**Rebecca Treiman**

Burke & Elizabeth High Baker Professor of Child Developmental  
Psychology in Arts & Sciences  
Ph.D., University of Pennsylvania  
(Philosophy–Neuroscience–Psychology, Psychology)

**Desiree White**

Associate Professor  
Ph.D., Washington University  
(Philosophy–Neuroscience–Psychology, Psychology)

The Center for the Humanities does not offer a major. Interested  
students please see the Minors page for information about the  
Center's Minor in Children's Studies.

## The Minor in Children's Studies

**Units required:** 15

**Required courses:**

CFH 300A. Introduction to Children's Studies

And a minimum of two courses from:

Psych 100B. Introduction to Psychology  
Psych 321. Developmental Psychology  
E Lit 334. History of Golden Age of Children's Literature  
Educ 313. Education Childhood and Society

**Elective courses:**

AFAS 3254. African Americans and Children's Literature  
AmCS 3270. Comics, Graphic Novels and Sequential Art  
Educ 301C. The American School  
Educ 4070. Topics in Youth Studies: Media Arts and Culture  
Educ 461B. The Construction and Experience of Black Adoles-  
cence  
Educ 481. History of Education in the United States  
Educ 4280. History or Urban Schooling in the United States  
E Comp 401. Writing for Children and Young Adults  
E Lit 312. Topics in English and American Literature: Girls Fiction  
E Lit 3525. Topics in English and American Literature: A History  
of the Boy's Book  
E Lit 381. Banned Books  
German 331. Topics in Holocaust Studies: Children in the Shadow  
of the Swastika  
Psych 3195. Abnormal Child Psychology  
Psych 325. Psychology of Adolescence

### Additional Information

A minor in Children's Studies will develop a sophisticated interdis-  
ciplinary understanding of childhood and of the issues surrounding  
the treatment and representation of children. Students may select  
an elective course for the minor that is not on the above list  
with prior approval from their minor adviser. A brochure providing  
more information about the minor is available at the Center for the  
Humanities.

**L56 CFH 100B. Introduction to Psychology**

Same as Psych 100B  
Credit 3 units. A&S: SS BU: BA FA: SSP

**L56 CFH 150. Rattle and Hum: Reading Music in Literature**

This course presents an overview of novels and autobiographies,  
some written by musicians, that deal with the meaning of music  
and music making as a core theme. Moving from classical music  
to contemporary hip-hop, the seminar covers a variety of musical  
genres and considers the ways in which these different forms have  
been depicted in literature. How is music described in literature?  
Can music be understood metaphorically? How does the life story  
of a musician differ from that of other creative artists, or does it?  
Do we romanticize the musician and the making of music? Has the  
presentation of the musician in literature and film changed over  
time, from jazz to rock to hip-hop? In addition to the novels and  
memoirs we read, we also consider a range of films, some famous,

some not, that deal with music or the lives of musicians, including Jailhouse Rock and 8 Mile. (None of these films are the standard Hollywood or Broadway musical.) Readings range from Tolstoy's The Kreutzer Sonata to John A. Williams' Clifford's Blues, from Loretta Lynn's Coal Miner's Daughter to Bob Dylan's Chronicles, Volume 1.

Credit 3 units. A&S: LA

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**L56 CFH 300a. Interdisciplinary Introduction to Children's Studies**

This course is designed to introduce students to the Children's Studies minor. Faculty members from various disciplines including Psychology, Medicine, English, Education, Art History, and History-give one-hour lectures on their particular disciplinary approach to the study of childhood or children, giving students a broad, rich survey of how children and childhood are dealt with as subjects in the curriculum and how these approaches have impacted the greater society.

Credit 3 units. A&S: SS

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**L56 CFH 301C. The American School**

Same as Educ 301C

Credit 3 units. A&S: TH, SD BU: BA, ETH, HUM FA: SSP

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**L56 CFH 312. Topics in English and American Literature**

Same as E Lit 316W

Credit 3 units. A&S: TH, WI

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**L56 CFH 313A. Education Childhood & Society**

Same as Educ 313B

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L56 CFH 3195. Abnormal Child Psychology**

Same as Psych 3195

Credit 3 units. A&S: SS BU: BA

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**L56 CFH 321. Developmental Psychology**

Same as Psych 321

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L56 CFH 325. Psychology of Adolescence**

Same as Psych 325

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L56 CFH 3270. Comics, Graphic Novels, and Sequential Art**

Same as AMCS 3270

Credit 3 units. A&S: LA

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**L56 CFH 3331. Topics in Holocaust Studies: Children in the Shadow of the Swastika**

Same as German 331

Credit 3 units. A&S: TH BU: HUM FA: Lit, SSP

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**L56 CFH 334. History of Golden Age of Children's Literature**

Same as E Lit 334

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L56 CFH 350. Hot, Cool, and Free: Jazz as Music and Metaphor in the United States**

This course explores jazz as a musical practice and more broadly as a cultural and political metaphor for modernity in the 20th Century. We examine jazz allusions found in literature and the fine arts as well as such conceptual uses as a metonym, as, for example when it came represent American democratic ideals during the Cold War in the 1950s and 1960s. Was jazz an ideology, an ideal, an artistic philosophy, a style, a symbol of rebellion, or a fantasy? Was jazz misread and misunderstood by the various people and factions that deployed it as a metaphor? The course examines key 20th-Century cultural developments in U.S. history where jazz (as music and as cultural symbol) both shaped and was shaped by American, and specifically African American, experience. Required assignments include secondary readings about jazz history, an active engagement with primary material-from a range of sources-dating from the early days of jazz in the 1910s to the present, and weekly listening to recorded examples.

Credit 3 units. A&S: LA, SD

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**L56 CFH 3503. Billie Holiday: American Icon**

Same as AMCS 3503

Credit 3 units. A&S: TH

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**L56 CFH 381. Banned Books**

Same as E Lit 381

Credit 3 units. A&S: TH BU: ETH FA: Lit

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**L56 CFH 401. Writing for Children and Young Adults**

Same as E Comp 401

Credit 3 units. A&S: LA

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**L56 CFH 4280. History of Urban Schooling in the U.S.**

Same as Educ 4280

Credit 3 units. A&S: TH

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**L56 CFH 461B. The Construction and Experience of Black Adolescence**

Same as AFAS 461B

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L56 CFH 481. History of Education in the U.S.**

Same as Educ 481

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**Phone:** 314/935-5576  
**Email:** JLeng22@wustl.edu  
**Departmental website:** <http://cenhum.artsci.wustl.edu>

## Arts & Sciences: Chemistry

If you are interested in discovering insights into nature and exploring new ways to meet the needs of our technological society and new methods for creating novel compounds and useful materials, chemistry is an excellent major to pursue.

Chemistry is a multifaceted science that extends into biology, medicine, physics, mathematics, business, and commerce. Studying chemistry provides the opportunity to explore the structure and constitution of the microworlds of atoms and molecules, the chemical and physical transformations that occur, and the principles that govern these changes.

Our program provides a strong foundation in the core areas of chemistry: organic, physical, inorganic, nuclear, theoretical. Special emphases in the department include such emerging interdisciplinary fields as organometallic, bioorganic, biophysical, macromolecular, polymer, environmental, and materials chemistry. The department has close research ties with the departments of Physics, Earth and Planetary Sciences, Biology, and Biomedical Engineering; Energy, Environmental and Chemical Engineering; Mechanical Engineering and Materials Science; and with departments at the Washington University School of Medicine.

As an undergraduate major in chemistry, you study chemistry with renowned scientists, who are teacher-scholars dedicated to your learning experience. The department is small, and it has world-class instruments and facilities, which allow you to receive individualized instruction and to participate in cutting-edge science. You work closely with a faculty member to design and carry out an original research project. You also may participate in interdisciplinary research at the School of Medicine or the School of Engineering. Research internships at local companies also can be arranged.

A variety of creative and productive careers are available to you with a degree in chemistry. You may pursue a career in chemistry or such related professions as biochemistry, medicine, and chemical engineering. Most students continue in graduate or medical school, and some go on to business or law school. Positions in government, industry, and education are available.

### Chair

#### **William E. Buhro**

George E. Pake Professor of Arts & Sciences  
Ph.D., University of California–Los Angeles

### Endowed Professors

#### **Joseph J. H. Ackerman**

William Greenleaf Eliot Professor  
Ph.D., Colorado State University

#### **Robert E. Blankenship**

Lucille P. Markey Distinguished Professor of Arts & Sciences

Ph.D., University of California–Berkeley

#### **Edward S. Macias**

Barbara and David Thomas Distinguished Professor in Arts & Sciences; Provost and Executive Vice Chancellor for Academic Affairs

Ph.D., Massachusetts Institute of Technology

#### **Jacob Schaefer**

Charles Allen Thomas Professor  
Ph.D., University of Minnesota

### Professors

#### **Peter P. Gaspar**

Ph.D., Yale University

#### **Michael L. Gross**

Ph.D., University of Minnesota

#### **J. Dewey Holten**

Ph.D., University of Washington

#### **T. Tom Lin**

Ph.D., University of Pennsylvania

#### **Ronald A. Lovett**

Ph.D., University of Rochester

#### **Kevin D. Moeller**

Ph.D., University of California–Santa Barbara

#### **Demetrios G. Sarantites**

Ph.D., Massachusetts Institute of Technology

#### **Lee G. Sobotka**

Ph.D., University of California–Berkeley

#### **John S. Taylor**

Ph.D., Columbia University

#### **Mark S. Wrighton**

Chancellor  
Ph.D., California Institute of Technology

### Associate Professors

#### **Vladimir B. Birman**

Ph.D., University of Chicago

#### **John R. Bleeke**

Ph.D., Cornell University



**Sophia E. Hayes**

Ph.D., University of California–Santa Barbara

**Richard A. Loomis**

Ph.D., University of Pennsylvania

**Assistant Professors****Richard Mabbs**

Ph.D., University of Nottingham Nottingham, U.K.

**Joshua A. Maurer**

Ph.D., California Institute of Technology

**Liviu M. Mirica**

Ph.D., Stanford University

**Joint Professors****Carolyn A. Anderson**

Ph.D., Florida State University  
(Radiology)

**Richard W. Gross**

Ph.D., Washington University in St. Louis  
(Internal Medicine)

**Michael Welch**

Ph.D., University of London  
(Radiology)

**Younan Xia**

Ph.D., Harvard  
(Biomedical Engineering)

**The Major in Chemistry**

**Total units required:** 54-62

**Required courses:** To prepare for a major in chemistry, you will take Chem 111A, 112A, 151, 152, 251, 252, and 257; Physics 117A and 118A or Physics 197 and 198; and Math 131, 132, and 233.

To major in chemistry, you must take a minimum of 18 units in advanced courses in chemistry or biochemistry, among which must be included Chem 401, 402, and 461, plus 9 units in chemistry at the 300 level or above (not all in the same chemistry subdiscipline and not including Chem 490 or 495). At least 3 of these 9 advanced units must be in a laboratory course, chosen from Chem 358, 435, 445, or 470.

Physics 217 and additional mathematics courses are recommended. Chem 181, 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.

You have the advantage of planning your course program with your adviser in accordance with your interests. Some graduate courses also are available to you as a senior.

**The Major with Concentration in Biochemistry**

As a chemistry major with a concentration in biochemistry, you should add Biol 2960 and 2970 as prerequisites to the major and specify a minimum of 18 units in advanced courses in biology and chemistry, among which must be included Biol 334 or 349; Chem 481; Chem 401, 402, and 461; and at least one advanced lab chosen from Chem 358, 435, 445, or 470 or Biol 437 or 4522.

**Additional Information**

**Senior Honors for the major in Chemistry:** To qualify for Honors, you must complete a minimum of 21 units in advanced courses in chemistry or biochemistry, among which must be included Chem 401, 402, 461, two additional advanced courses in chemistry, and two additional laboratories: one synthetic laboratory course (either Chem 358 or 470) and one physical chemistry laboratory course (Chem 435 or 445). Neither Chem 490 nor 495 can be used to satisfy the advanced laboratory requirements but Chem 495 can be used to satisfy an elective.

**Senior Honors for the major in Chemistry with Concentration in Biochemistry:** To qualify for Honors, you must complete a minimum of 21 units in advanced courses and have one laboratory course in advanced chemistry or biology chosen from Chem 358, 435, 445, or 470 or Biology 437 or 4522, and both biochemistry courses, Chem 481 and 482.

**The Minor in Chemistry**

**Units required:** 27 in Chemistry; 18 in Math and Physics

**Required courses:**

Chem 111A. General Chemistry I  
Chem 112A. General Chemistry II  
Chem 151. General Chemistry Lab I  
Chem 152. General Chemistry Lab II  
Chem 261. Organic Chemistry I  
Chem 262. Organic Chemistry II  
Math 131. Calculus I  
Math 132. Calculus II  
Math 233. Calculus III  
Physics 117A. General Physics I **or** Physics 197. Physics I

Physics 118A. General Physics II **or** Physics 198. Physics II

**Elective courses:**

9 units of Chemistry encompassing three courses in at least two subdisciplines. Courses must be 300 level or above, but Chem 490 is specifically excluded.

**L07 Chem 111A. General Chemistry I**

Systematic treatment of fundamental chemical principles and their applications. Particular reference to the concept of energy and its uses, gas laws, kinetic molecular theory, atomic and molecular structure, chemical bonding, and the periodic classification of the elements. Prerequisites: two years of high school algebra and one of high school chemistry, or permission of instructor.

Credit 3 units. A&S: NS, QA BU: SCI FA: NSM

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**L07 Chem 112A. General Chemistry II**

Introduction to the principles of chemical equilibrium and to ionic solutions. Topics: ionic equilibria, galvanic cells, elementary chemical thermodynamics and kinetics, and molecular structure of coordination compounds. Three lecture hours and a problem-solving subsection hour. Sign-up for subsections is conducted during the first two weeks of the semester. Prerequisite: Chem 111A or permission of instructor.

Credit 3 units. A&S: NS, QA BU: SCI FA: NSM

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**L07 Chem 151. General Chemistry Laboratory I**

This course provides an introduction into basic laboratory techniques, the experimental method, and the presentation of scientific data, as well as direct experience with chemical principles and the properties and reactions of substances. The topics and experiments in this course complement the material covered in the Chem 111A lecture course. Students attend one four-hour laboratory session and one one-hour laboratory lecture every other week. Prerequisite: concurrent enrollment in Chem 111A or permission of the instructor.

Credit 2 units. A&S: NS FA: NSM

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**L07 Chem 152. General Chemistry Laboratory II**

This course provides an introduction to basic laboratory techniques, the experimental method, and the presentation of scientific data as well as direct experience with chemical principles and the properties and reactions of substances. The topics and experiments in this course complement the material covered in the Chem 112A lecture course. Students attend one four-hour laboratory session and one one-hour laboratory lecture every other week. Prerequisite: concurrent enrollment in Chem 112A or permission of the instructor.

Credit 2 units. A&S: NS FA: NSM

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**L07 Chem 181. Freshman Seminar in Chemistry**

A weekly lecture by a chemistry faculty member, or other scientist from academia or industry, on 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 see how fundamental chemical principles can be obtained from experiment and theory and used to both better understand and make better the world we live in. Each week a different scientist presents a lecture or offers an additional activity. Intended primarily for freshman who anticipate majoring in science, but interested upperclass students also should find the lectures interesting and stimulating. Students are expected to attend all lectures and associated activities during the semester. Enrollment is limited. Credit/no credit only.

Credit 1 unit. A&S: NS FA: NSM

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**L07 Chem 261. Organic Chemistry I with Lab**

The first part of a two-semester survey of organic chemistry. The course includes an introduction to organic structures, reactions, and reaction mechanisms. The laboratory meets on alternate weeks and include an introduction to laboratory methods in organic chemistry, including separation and methods of purification of organic compounds. Prerequisites: Chem 112A, Chem 152.

Credit 4 units. A&S: NS

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**L07 Chem 262. Organic Chemistry II with Lab**

A course covering certain areas of organic chemistry in more detail than the prerequisite course, with special emphasis on the mechanisms and the synthetic applications of organic reactions and on the organic chemistry of biological compounds. The laboratory meets on alternate weeks and include organic synthesis and spectroscopic techniques. Required course for chemistry majors. Prerequisite: Chem 261.

Credit 4 units. A&S: NS

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**L07 Chem 290. Freshman and Sophomore Research**

Introduction to laboratory research for first- and second-year students. Students work under supervision of a faculty sponsor. Prerequisite: permission of the sponsor and the Department of Chemistry. Credit/no credit only.

Credit variable, maximum 3 units. A&S: NS FA: NSM

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**L07 Chem 358. Organic Chemistry Laboratory II**

Introduction to the methods of qualitative organic analysis, including the use of chromatographic and spectroscopic techniques. One hour of lecture and six laboratory hours a week. An additional three to six hours a week usually are needed to complete laboratory work. Prerequisites: Chem 251, 252, and 257.

Credit 4 units. A&S: NS, WI FA: NSM

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**L07 Chem 400. Physical Science in 12 Problems**

Exercises related to general chemistry, classical mechanics, quantum mechanics, statistical mechanics, thermodynamics, and kinetics, are solved with numerical software. Each exercise is accompanied by a lecture, a software template solving a problem and a related take-home problem. The software allows us to focus on, and treat in a transparent fashion, physical problems without the unworldly idealizations and contrivances found in textbooks. Prerequisites: Chem 111A, concurrent enrollment with Chem 401 and prior or concurrent enrollment in Physics 117A.

Credit 1 unit. A&S: NS

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**L07 Chem 401. Physical Chemistry I**

Introduction to quantum chemistry (with applications to elementary spectroscopy) and kinetics. Prerequisites: Chem 111A-112A, Math 233; prior completion of Physics 117A and 118A is strongly encouraged (but concurrent enrollment in Physics 117A is accepted); or permission of instructor. Required course for all Chemistry majors.

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L07 Chem 402. Physical Chemistry II**

Introduction to chemical thermodynamics, statistical mechanics, and transport phenomena. Required course for all Chemistry majors. Prerequisites: Chem 111A-112A, Chem 401, Math 233, prior completion of Physics 117 and 118 is strongly encouraged (but prior completion of Physics 117 and concurrent enrollment in Physics 118 are accepted); or permission of instructor.

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L07 Chem 435. Nuclear & Radiochemistry Lab**

Application of radiochemical techniques to problems in chemistry, physics, and nuclear medicine. Prerequisites: 3 units of physical chemistry and permission of instructor. One lecture hour and five hours of laboratory a week.

Credit 3 units. A&S: NS FA: NSM

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**L07 Chem 436. Radioactivity & Its Applications**

Introduction to the production and decay of radioactive nuclides, the structure and properties of nuclei, and the applications of nuclear and radiochemical techniques to current scientific problems. Prerequisites: one year each of chemistry, mathematics, and physics.

Credit 3 units. A&S: NS FA: NSM

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**L07 Chem 437. Radioactivity and Radiation Safety**

The following topics are discussed: (a) general properties of nuclei; (b) laws of radioactive decay; (c) interaction of radiation with matter; (d) radiation detectors; (e) radiation dosimetry; (f) biological effects of radiation exposure; (g) radiation safety, safety test, regulations; (h) basics of radioisotope production.

Credit 1 unit. A&S: NS

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**L07 Chem 445. Instrumental Methods: Physical Chemistry**

A course providing direct hands-on experience with the principles of physical chemistry (thermodynamics, quantum, kinetics) and associated experimental methods and instrumentation, including optical, infrared, and nuclear and electron spin resonance, electrochemistry, calorimetry, laser kinetics, and basic electronics. Prerequisite: Chem 401 or concurrent enrollment in Chem 402.

Credit 3 units. A&S: NS, WI FA: NSM

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**L07 Chem 451. Organic Chemistry III**

A lecture course that builds on the material in Chem 261, 262, covering in more detail certain topics in those courses while also introducing new topics. A transition to graduate-level study in organic chemistry; recommended for chemistry, biochemistry, and biology majors. Prerequisite: Chem 262.

Credit 3 units. A&S: NS FA: NSM

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**L07 Chem 458. Chemical Reaction Mechanism Journal Club**

This seminar meets for one hour each week. During the meetings, student participants are responsible for presenting topics from the current literature. The format of the presentation varies from informal talks to student-authored problem sets. Attendance at meetings is strongly recommended for all students who are currently taking the organic cumulative examinations. Prerequisite: Chem 262.

Credit 1 unit. A&S: NS FA: NSM

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**L07 Chem 459. Organometallic Chemistry**

Survey of organometallic compounds with discussion of their synthesis, structure, spectroscopy, and reactivity. Prerequisite: Chem 262.

Credit 3 units. A&S: NS FA: NSM

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**L07 Chem 461. Inorganic Chemistry**

Introduction to modern inorganic chemistry; emphasis on relation of structure and bonding to the chemical and physical properties of compounds. Prerequisite: Chem 401 or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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**L07 Chem 464. Inorganic Biochemistry**

A class in biological chemistry that emphasizes the role of metals in electron transfer and enzymatic catalysis. After a brief survey of essential concepts from biology, coordination chemistry, and spectroscopy, topics include: electron transfer systems; oxygen transport and activation; metal ion acquisition, transport, and homeostasis; enzymes catalyzing atom transfer reactions and radical-mediated processes. Prerequisites: Chem 262; Chem 461 recommended but not required.

Credit 3 units. A&S: NS FA: NSM

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**L07 Chem 465. Solid-State and Materials Chemistry**

The course begins with basic crystallography and common inorganic structure types. With the aid of computer modeling, students learn to analyze, index, and refine X-ray powder-diffraction data. Students are then taught to use phase diagrams to assess the compositions and microstructures of materials produced by various synthetic or processing methods. Crystal nucleation and growth, defects, and ion-conduction mechanisms also are introduced. The course concludes with an analysis of the mechanical properties of materials from a chemistry perspective. What makes some materials strong, stiff, and resistant to fracture? Prerequisites: Chem 111A-112A.

Credit 3 units. A&S: NS FA: NSM

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**L07 Chem 470. Inorganic Chemistry Laboratory**

A laboratory course emphasizing both the synthesis of inorganic compounds and the study of their physical properties. Laboratory exercises introduce novel synthetic techniques such as high-temperature synthesis and vacuum line manipulations. Compounds are spectroscopically characterized by UV-visible, gas-phase infrared, and multinuclear and dynamic NMR spectroscopy. Measurements of electrochemical behavior, magnetic susceptibility, and electrical conductivity are performed. Prerequisite: Chem 461 or consent of the instructor.

Credit 3 units. A&S: NS, WI

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**L07 Chem 475. Chemical Biology**

This course is a survey of modern chemical biology focusing on the application of a broad array of chemical tools to biological problems. The course is roughly divided into four sections; biopolymers; computational methods and bioinformatics; tools for chemical biology; and applications of chemical biology. A mandatory discussion section accompanies the course and is used to review current and classical literature in the field. Prerequisites: Chem 262 and Biol 2970, or permission of the instructor.

Credit 3 units. A&S: NS

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**L07 Chem 481. General Biochemistry I**

Topics include the properties and structures of biomolecules, including amino acids, nucleotides, lipids, carbohydrates, proteins and nucleic acids. Additional topics include enzyme kinetics and mechanisms, membrane structure and properties, protein folding, an introduction to metabolism, oxidative phosphorylation, and photosynthesis. This course is the first semester of an integrated two-semester sequence. The second course is Chem 482. Prerequisites: Biol 2970, Chem 262.

Credit 3 units. A&S: NS

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**L07 Chem 482. General Biochemistry II**

Continuation of General Biochemistry I. Topics include carbohydrate, lipid and amino acid metabolism, signal transduction, transport across membranes, DNA replication and repair, transcription and translation, molecular motors, mechanisms of drug action and natural products biosynthesis. Prerequisite: Chem 481 or Biol 4810.

Same as Biol 4820

Credit 3 units. A&S: NS

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**L07 Chem 490. Introduction to Research**

Advanced laboratory work on a selected topic in chemistry. Prerequisite: permission of the department. Credit/no credit only. If this course is to be submitted for Honors, the student must file the Honors form available at the chemistry department office before the end of junior year. Arrangements for registration should be completed during the preregistration period.

Credit variable, maximum 6 units. A&S: NS FA: NSM

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**L07 Chem 495. Advanced Undergraduate Research in Chemistry**

The student conducts research supervised by a chemistry department faculty member. At the end of the semester, the chemistry supervisor chairs a faculty committee to evaluate an oral public presentation and/or a concise written report, and a letter grade is assigned. The committee members and completion requirements must be approved by the supervisor prior to registration. This course may provide a Capstone Experience but does not fulfill the Writing-Intensive requirement. The units earned may be applied as elective advanced credits toward a chemistry major with Latin honors eligibility. Course may be taken only once for credit. Prerequisite: Chem 490 and/or other advanced electives or research experience specified by the supervisor.

Credit 3 units. A&S: NS

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## Arts & Sciences: Chinese

The Department of Asian and Near Eastern Languages and Literatures offers a major and a minor in Chinese. As a major in Chinese, a student can expect to gain proficiency in the language, study the area's literary and cultural landmarks, and gain familiarity with Asian history and civilizations. All students majoring in Chinese normally must complete the fourth-level modern language course or its equivalent. They also must complete a prerequisite 200-level foundational course, at least one semester of relevant classical literary language, the historical survey of the relevant literature, and the ANELL Senior Seminar. The department strongly encourages overseas study during students' junior year. As majors, students are expected to maintain 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 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 individual language section, as well as students who enroll in a course below their placement level, are ineligible for retroactive credit units. Students who misrepresent the extent of their background so as to gain entrance to a course at the elementary or intermediate level will be dropped from that course.

For a list of affiliated faculty, please see the Department of Asian and Near Eastern Languages and Literatures faculty page.

### The Major in Chinese

**Total units required:** 47. First- and second-level language study, 20 units, plus 27 upper-level units, no more than 12 of which may be language courses and 18 of which must be at the 300-level or above.

**Required courses:** As a prerequisite to the major, students must complete first- and second-level language study or its equivalent: Chinese 101D-102D and 211-212. In addition, Chinese majors are required to complete one lower-level foundational course, normally ANECC 227 Chinese Civilization. Required upper-level courses for the major Core courses include language courses at the third- and fourth-year levels (to be selected from Chinese 360, 361, 427, 428). Chinese majors also are required to take Chinese 410 or 411 Classical Chinese.

Majors also are required to take a historical survey of the chosen literature: for Chinese majors, Chinese 341 and 342. These courses must be taken in residence. Under special circumstances and with the approval of their adviser, students may substitute another upper-level literature course for one of these. Students also may select electives from upper-level courses in this and other departments to complement his or her literature studies. In addition, unless a student is writing an Honors thesis or fulfilling a capstone requirement for a second major, he or she also is required to take the ANELL Senior Seminar during the senior year.

### Additional Information

**Senior Honors:** Qualified majors are encouraged to apply for Senior Honors before the end of the junior year. Students wishing to pursue this option need to meet the minimum Honors requirements stated in this *Bulletin*; have outstanding performance in language work; and satisfactorily complete, during the senior year, Chinese 486 (fall) and, if possible, Chinese 487 (spring), to be taken in addition to all other departmental requirements. Honors work will be supervised by a three-member departmental Honors Committee composed of a primary adviser and two additional faculty, which plans with each student special language work as needed and an independent Honors research paper in the student's area of academic interest.

**Study Abroad:** Students are strongly encouraged to participate in study abroad programs, usually during the junior year, and after a minimum of one year of language study. In Chinese, overseas study is available through the Washington University Study in China Program at Fudan University, in the People's Republic of China. Students who participate in Washington University-sponsored and/or -approved overseas programs are normally able to apply most or all of these units to their undergraduate degree although normally no more than 9 upper-level units may be applied to the major. However, all transfer of credit is subject to review and approval by the department and the Study Abroad office.

**Transfer Credits:** Normally no more than 6 units of credit earned at an institution other than Washington University (this does not include Washington University-approved study-abroad programs) may be applied to the major, and no more than 3 units toward the minor.

### The Minor in Chinese

**Units required:** 15–29

**Required courses:** The minor in Chinese requires the completion of a minimum of 18 credits, no more than 12 of which may be in language, and a minimum of 9 units at the 300 level or above. Please note that students who place out of language courses are required to take a total of 15 units of literature and culture courses.



Fulfillment of the requirements for a minor includes a minimum of two years of language taken in residence, at least two semesters of Chinese literary history, normally Chinese 341 Literature of Early and Imperial China and Chinese 342 Literature of Modern and Contemporary China, both of which are offered regularly, and additional units of literature and culture courses chosen in consultation with the minor adviser from the courses listed by the departments.

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**L04 Chinese 101D. First Level Modern Chinese I**

Introduction to the modern spoken and written national language of China. Five regular hours and additional drill or laboratory sessions as assigned by instructor. Students with some previous Chinese language background must take placement examination.

Credit 5 units. A&S: LA BU: HUM, IS

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**L04 Chinese 102D. First Level Modern Chinese II**

Continuation of 101D. Prerequisite: grade of B- or better in 101D, or placement by examination. Five regular hours and additional drill or laboratory sessions as assigned by instructor.

Credit 5 units. A&S: LA BU: HUM, IS

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**L04 Chinese 106. Beginning Chinese for Heritage Speakers I**

This course is designed for students who have basic speaking and listening skills and some background in writing or reading. Three class hours plus one additional hour are required. Prerequisite: placement by examination.

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

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**L04 Chinese 107. Beginning Chinese for Heritage Speakers II**

Continuation of 106. Emphasis on improving basic reading and writing skills. Three class hours plus one additional hour are required. Prerequisite: grade of B- or better in Chinese 106, or placement by examination.

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

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**L04 Chinese 110. Basic Principles & Practice of Chinese/Japanese Calligraphy**

Elementary approach to brush-and-ink writing of traditional Chinese/Japanese characters. Prerequisite: Chinese 101DQ-102DQ/Japan 103DQ-104DQ or concurrent registration, or permission of instructor. Two hours a week.

Credit 1 unit. A&S: LA BU: IS

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**L04 Chinese 200. Topics in Asian & Near Eastern Languages & Literatures**

Same as ANELL 200

Credit 3 units. A&S: TH, CD BU: BA, HUM, IS

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**L04 Chinese 208. Freshman Seminar**

Same as ANELL 208

Credit 3 units. A&S: TH, SD BU: HUM

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**L04 Chinese 211. Second-Level Modern Chinese I**

The standard second-year level of instruction in modern Chinese. Students learn both long and short forms of characters. Prerequisite: grade of B- or better in Chinese 102D, or placement by examination. Five hours a week, plus drill and laboratory sessions as required by instructor.

Credit 5 units. A&S: LA BU: HUM, IS

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**L04 Chinese 211S. Chinese Language Study Abroad (second-year level)**

Not the same as Washington University courses Chinese 211, 212. Students must receive a grade of B- or better in order to earn any credit, and those wishing to continue language study at Washington University must take a placement test before enrolling in Chinese 360, 361 (Third-Level Modern Chinese I, II).

Credit variable, maximum 4 units.

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**L04 Chinese 212. Second-Level Modern Chinese II**

The standard second-year level of instruction in modern Chinese. Students learn both long and short forms of characters. Prerequisite: grade of B- or better in Chinese 211, or placement by examination. Five hours a week, plus drill and laboratory sessions as required by instructor.

Credit 5 units. A&S: LA BU: HUM, IS

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**L04 Chinese 212S. Chinese Language Study Abroad (second-year level)**

Not the same as Washington University courses Chinese 211, 212. Students must receive a grade of B- or better in order to earn any credit, and those wishing to continue language study at Washington University must take a placement test before enrolling in Chinese 360, 361 (Third-Level Modern Chinese I, II).

Credit variable, maximum 4 units.

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**L04 Chinese 227C. Chinese Civilization**

Same as ANECC 227

Credit 3 units. A&S: TH, CD, SD BU: BA, IS

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**L04 Chinese 298. An Internship for Liberal Arts Students**

Same as GeSt 2991

Credit variable, maximum 3 units.

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**L04 Chinese 306. Advanced Chinese for Heritage Speakers I**

This course is designed for heritage students who have studied at least two years of Chinese (or equivalent) with grade B- or better to achieve greater proficiency in the oral and written use of the language through reading, listening, speaking, and writing.

Credit 3 units. A&S: LA

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**L04 Chinese 307. Advanced Chinese for Heritage Speakers II**

Continuation of Chinese 306.

Credit 5 units. A&S: LA

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**L04 Chinese 3164. Chinese Foreign Relations Since the Opium War**

Same as History 3164

Credit 3 units. A&S: TH BU: IS

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**L04 Chinese 324. History of Chinese Cinemas: 1930s-1990s**

Same as Film 324

Credit 3 units. A&S: TH

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**L04 Chinese 330. Topics in Chinese Literature and Culture**

Credit 3 units. A&S: TH, CD BU: IS

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**L04 Chinese 341. Literature of Early and Imperial China**

An introduction to important genres and themes of Chinese literature through the study of major writers. Brief lectures on the writers' personal, social, intellectual, and historical contexts; most class time is devoted to student discussions of masterworks as an avenue for understanding Chinese culture during selected historical periods. Required for all Chinese majors, and recommended for all Japanese and East Asian Studies majors. No prerequisites; all readings available in English translation.

Credit 3 units. A&S: TH, CD, SD BU: HUM FA: Lit

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**L04 Chinese 342. Literature of Modern and Contemporary China**

An introduction to the major writers and works of Chinese literature from the turn of the 20th century to the present, including fiction, poetry, and film. We look at these works in their relevant literary, sociopolitical, and cultural contexts (including Western influences). Required for all Chinese majors, and recommended for all Japanese and East Asian Studies majors. No prerequisites; all readings in English translation.

Credit 3 units. A&S: TH, CD, SD BU: ETH FA: Lit

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**L04 Chinese 360. Third Level Modern Chinese I**

Emphasis on improving speaking, listening, reading, and writing skills. Texts include Chinese newspapers and modern literary texts. Open to undergraduates only. Prerequisite: grade of B- or better in Chinese 212, or placement by examination.

Credit 5 units. A&S: LA BU: HUM, IS

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**L04 Chinese 360S. Chinese Language Study Abroad (third-year level)**

Not the same as Washington University courses Chinese 360, 361. Students must receive a grade of B- or better in order to earn any credit, and those wishing to continue language study at Washington University must take a placement test before enrolling in Chinese 427, 428 (Fourth-Level Modern Chinese I, III).

Credit variable, maximum 4 units.

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**L04 Chinese 361. Third Level Modern Chinese II**

Continuation of advanced work in reading Chinese newspapers and modern literary texts. Open to undergraduates only. Prerequisite: grade of B- or better in Chinese 360, or placement by examination.

Credit 5 units. A&S: LA BU: HUM, IS

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**L04 Chinese 361S. Chinese Language Study Abroad (third-year level)**

Not the same as Washington University courses Chinese 360, 361. Students must receive a grade of B- or better in order to earn any credit, and those wishing to continue language study at Washington University must take a placement test before enrolling in Chinese 427, 428 (Fourth-Level Modern Chinese I, II).

Credit variable, maximum 4 units.

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**L04 Chinese 382. Writing Women of Imperial China**

Women writers can be found throughout most of China's imperial history, and from the 16th century on, there was an extraordinary number of women writing and publishing their poetry collections. Despite this fact, only a very few writings by women were included in the traditional literary canon and until recently, they were not considered worthy of scholarly attention. Fortunately, there is now a growing body of critical studies on, and translations of, these women writers. In this course, we explore the writings of Chinese women from the 1st through to the early 20th centuries, and discuss the changing historical and social contexts within which these women wrote and the obstacles of both genre and gender that had to be overcome in order to ensure that their voices were heard. Prerequisite: at least one course in Chinese literature or culture, or instructor's permission.

Credit 3 units. A&S: TH, WI BU: HUM

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**L04 Chinese 399. Undergraduate Independent Study**

Prerequisite: permission of instructor and section head. No more than 6 units may be earned by a student.

Credit variable, maximum 6 units.

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**L04 Chinese 400. Asian & Near Eastern Languages & Literatures Senior Seminar**

Same as ANELL 400

Credit 3 units. A&S: TH, CD

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**L04 Chinese 406. Advanced Conversation & Composition (in China)**

Credit variable, maximum 5 units. A&S: LA

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**L04 Chinese 407. Advanced Conversation & Composition (in China)**

Credit variable, maximum 5 units. A&S: LA

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**L04 Chinese 408. Advanced Readings in Chinese (in China)**

Credit variable, maximum 6 units. A&S: LA

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**L04 Chinese 410. Introduction to Traditional Literary Chinese I**

Selected readings in premodern Chinese texts. Required of all majors in Chinese and students in fields of specialization where knowledge of literary Chinese is normally expected. Prerequisite: grade of B- or better in Chinese 427, or instructor's permission.

Credit 3 units. A&S: LA BU: HUM, IS FA: Lit

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**L04 Chinese 411. Introduction to Literary Chinese II**

Selected readings in premodern Chinese texts. Required of all majors in Chinese and students in fields of specialization where knowledge of literary Chinese is normally expected. Prerequisite: grade of B- or better in Chinese 410, or instructor's permission.

Credit 3 units. A&S: LA FA: Lit

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**L04 Chinese 412. Advanced Conversation in Mandarin I**

A course particularly designed to improve pronunciation in Mandarin and conversational skills. Limited to students who have substantial proficiency in Chinese character reading and composition. Prerequisite: grade of B- or better in Chinese 428, or instructor's permission.

Credit 3 units. A&S: LA

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**L04 Chinese 413. Advanced Composition in Chinese**

This course is designed for students wishing to improve their ability to write letters, essays, reports, and other types of compositions in Chinese. There are assigned readings both on the art of writing Chinese and of writing models, as well as regular take-home writing assignments. This course is conducted entirely in Chinese. Prerequisite: grade of B- or better in Chinese 428 or instructor's permission.

Credit 3 units. A&S: LA

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**L04 Chinese 414. Readings in Classical Chinese Philosophy**

In this course we study Chinese philosophical texts from the classical period (ca. 6th to 3rd centuries bce). We read selections from the Analects, the Mengzi, the Xunzi, the Zhuanqzi, the Daodejing, and the Hanfeizi, in addition to commentaries on these primary texts. The readings are in classical Chinese with occasional supplemental readings in English and modern Chinese. The aim of the course is to familiarize students with the language and

grammar of Chinese philosophical texts, introduce students to the tradition of scholarly commentary, and explore a set of influential Chinese texts in the original language. Prerequisite: Chinese 411 or instructor's permission.

Credit 3 units. A&S: TH, CD

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**L04 Chinese 416. Advanced Composition in Chinese II**

This course is a continuation of Chinese 413. Students continue to work to improve their ability to write letters, essays, reports, and other types of compositions in Chinese. This course is conducted entirely in Chinese.

Credit 3 units. A&S: LA

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**L04 Chinese 427. Fourth-Level Modern Chinese I**

Readings in advanced texts covering a wide variety of fields in social sciences and humanities. Prerequisite: grade of B- or better in Chinese 361 or 421, or placement by examination.

Credit 3 units. A&S: LA

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**L04 Chinese 427S. Chinese Language Study Abroad (fourth-year level)**

Not the same as Washington University courses Chinese 427, 428. Students must receive a grade of B- or better in order to earn any credit, and those wishing to continue language study at Washington University must take a placement test before enrolling in any advanced language class.

Credit variable, maximum 4 units.

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**L04 Chinese 428. Fourth-Level Modern Chinese II**

Readings in advanced texts covering a wide variety of fields in social sciences and humanities. Required of all students desiring subsequent tutorial assistance from the department. Prerequisite: grade of B- or better in Chinese 427, or placement by examination.

Credit 3 units. A&S: LA

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**L04 Chinese 428S. Chinese Language Study Abroad (fourth-year level)**

Not the same as Washington University courses Chinese 427, 428. Students must receive a grade of B- or better in order to earn any credit, and those wishing to continue language study at Washington University must take a placement test before enrolling in any advanced language class.

Credit variable, maximum 4 units.

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**L04 Chinese 460. Fifth Level Modern Chinese I**

This course is designed for advanced students wishing to improve their skills in conversation, reading and writing of letters, essays, reports, and other types of compositions in Chinese. The reading material is comprised of a variety of authentic texts, including newspapers, short stories, and essays. This course is conducted entirely in Chinese. Required of all students desiring subsequent

tutorial assistance from the department. Prerequisite: grade of B- or better in Chinese 428 or 411, by result of the placement examination, or by instructor's permission.

Credit 3 units. A&S: LA

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#### **L04 Chinese 461. Fifth Level Modern Chinese II**

This course is designed for advanced students wishing to improve their skills in conversation, reading and writing of letters, essays, reports, and other types of compositions in Chinese. The reading material comprises various authentic texts, including newspapers, short stories, and essays. This course is conducted entirely in Chinese. Prerequisite: grade of B- or better in Chinese 428 or 411, by result of the placement examination, or by instructor's permission.

Credit 3 units. A&S: LA

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#### **L04 Chinese 463. Legal and Business Chinese**

An intensive exposure to legal and business texts in Chinese, with the aim of developing reading and speaking fluency in these areas and mastering the requisite specialized vocabulary. Of particular interest to students in the joint J.D./M.A. and dual M.B.A./M.A. programs, but open to all students with advanced proficiency in written and spoken Chinese. Prerequisite: Chinese 428 or instructor's permission.

Credit 3 units. A&S: LA BU: IS

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#### **L04 Chinese 4631. Business Chinese I**

In the present globalization, China has been fertile ground for foreign joint business ventures, and this course focusing specifically on business Chinese attests to that fact. This course aims at teaching Chinese business communication using a series of case studies to involve and challenge the students as they refine their Mandarin Chinese language skills in a wide range of applied business contexts, from resolving contract disputes, to developing a business strategy, to establishing a franchise overseas. The course is designed to simulate real business environments where students interact with Chinese businesspeople in business settings and are motivated to achieve business goals. Prerequisite: grade of B- or better in Chinese 428 or instructor's permission.

Credit 3 units. A&S: LA

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#### **L04 Chinese 4632. Business Chinese II**

This is the continuation of Business Chinese 4631. This course uses a series of case studies to involve and challenge students as they refine their Mandarin Chinese language skills in a wide range of applied business contexts.

Credit 3 units. A&S: LA

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#### **L04 Chinese 467. The Chinese Theater**

Survey of the performance and literary traditions of the Chinese theater from their pre-Tang origins to the present day. The course focuses on three forms: 14th-century zaju plays, 16th- and 17th-

century chuanqi plays, and recent films from China, Taiwan, and Hong Kong. Background in either China studies or theater in other cultures recommended.

Credit 3 units. A&S: TH, CD, SD FA: AH

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#### **L04 Chinese 470. Readings in Chinese Literature**

Selected literary masterpieces in Chinese, including examples of poetry and prose. All readings and discussion in Chinese. Open to both graduate and undergraduate students. Prerequisite: permission of instructor.

Credit 3 units. A&S: TH FA: Lit

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#### **L04 Chinese 4711. Topics in Religious Studies: Gender and Religion in China**

Same as Re St 4711

Credit 3 units. A&S: TH FA: SSP

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#### **L04 Chinese 476. Reading Seminar in Chinese Traditional Fiction**

Extensive readings in major critical works in Chinese and English concerning fiction of imperial China, with emphasis on vernacular fiction of the Ming and Qing periods. Weekly discussions and short reading reports. Knowledge of Chinese language and literature normally required, but arrangements can be made for graduate students in such programs as East Asian Studies and Comparative Literature.

Credit 3 units. A&S: TH FA: Lit

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#### **L04 Chinese 477. Reading Seminar in Chinese Traditional Poetry**

Credit 3 units. A&S: TH FA: Lit

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#### **L04 Chinese 478. Reading Seminar in Chinese Traditional Theater and Drama**

Credit 3 units. A&S: TH FA: Lit

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#### **L04 Chinese 479. Reading Seminar in Modern Chinese Literature**

Credit 3 units. A&S: TH, CD BU: ETH FA: Lit

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#### **L04 Chinese 480. Reading Seminar in Popular Literature and Culture**

Credit 3 units. A&S: TH FA: Lit

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#### **L04 Chinese 481. Reading Seminar in Religion and Chinese Literature**

Credit 3 units. A&S: TH FA: Lit

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#### **L04 Chinese 482. Reading Seminar in Gender and Chinese Literature**

Prerequisite: Chinese 341 or instructor's permission.

Credit 3 units. A&S: TH FA: Lit

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**L04 Chinese 486. Independent Work for Senior Honors**

This course to be taken in the fall semester. Prerequisite: senior standing, eligibility for honors, and permission of the department.  
Credit 3 units.

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**L04 Chinese 487. Independent Work for Senior Honors**

This course to be taken in the spring semester. Prerequisite: senior standing, eligibility for honors, and permission of the department.  
Credit 3 units.

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**L04 Chinese 489. Topics in Modern Chinese Literature**

Prerequisite: permission of instructor.  
Credit 3 units. A&S: TH FA: Lit

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**L04 Chinese 4891. Topics in Chinese Literature and Culture**

Credit 3 units. A&S: SS

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**L04 Chinese 490. Topics in Chinese Literature & History**

Prerequisite: permission of the department.  
Credit variable, maximum 3 units. A&S: TH FA: Lit, SSP

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**L04 Chinese 498. Guided Readings in Chinese**

Prerequisites: graduate standing and permission of the instructor and the graduate adviser. Course normally taken after successful completion of Chinese 428. May be repeated once for credit.  
Credit variable, maximum 3 units. A&S: LA

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**Contact Person:** JoAnn Achelpohl  
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**Departmental website:** <http://www.artsci.wustl.edu/~chinese/>

## Arts & Sciences: Classics

Classics is the study of various aspects of the rich cultural heritage handed down by ancient Greek and Roman culture, extending beyond language, literature, and history, and even beyond antiquity to a deeper understanding of later Western cultures. In addition to a substantial library collection of materials related to the ancient world, Washington University is also home to collections of Greek papyri and art and to the Wulfling Coin Collection. The Classics Department offers two options for students interested in studying Greek and Roman antiquity: the Classics major and the Ancient Studies major. The major in Classics focuses on study of the Latin and/or ancient Greek languages. The major in Ancient Studies is for students who want to explore the whole spectrum of the classical world with little or no work in the ancient languages.

### Co-chairs

**George M. Pepe**

Professor

Ph.D., Princeton University

**Susan I. Rotroff**

Jarvis Thurston and Mona Van Duyn Professor in the Humanities

Ph.D., Princeton University

### Professor

**Robert D. Lamberton**

Ph.D., Yale University

### Associate Professor

**Catherine Keane**

Ph.D., University of Pennsylvania

### Assistant Professors

**Roshan Abraham**

Ph.D., University of Pennsylvania

**William S. Bubelis**

Ph.D., University of Chicago

**Ryan Platte**

Ph.D., University of Washington

### Professors Emeriti

**Carl W. Conrad**

Ph.D., Harvard University

**Kevin Herbert**

Ph.D., Harvard University

**Merritt Sale**

Ph.D., Cornell University

## The Major in Classics

**Total units required:** 24

**Required courses:**

18 units in advanced (300 level or above) courses, 6 units in Greek or Latin at the 400 level. Competence in both Latin and Greek, though essential for those anticipating graduate study, is not required.

## The Major in Ancient Studies

**Total units required:** 24

**Required courses:**

24 units drawn from courses in the Department of Classics and those in related departments. Of these, 18 units must be at the advanced level, including 6 units at the 400 level. Greek and Latin courses at the 102 level or above may be used in partial fulfillment of this requirement. In this major, you are encouraged to develop a certain depth in one special field of interest (e.g., literature, art, history, or philosophy). Therefore, at least 9 of the 24 advanced units of the major should be taken in one such specific area.

Certain courses in related departments may be used in partial fulfillment of the requirements for a major in Classics or Ancient Studies, including:

Art–Arch 331. Greek Art and Archaeology  
Art–Arch 334. Roman Art and Archaeology  
Art–Arch 437. Greek Sculpture  
Phil 451. Plato  
Phil 452. Aristotle

### Additional Information

**Study Abroad:** Study abroad for a semester in Rome or Athens is an option many Classics majors select. Washington University is a member of the Intercollegiate Center for Classical Studies (ICCS) consortium, and many majors attend the one-semester ICCS program in Rome. A knowledge of Latin or Greek to at least the intermediate level is required for admission to the Rome program. Students interested in studying at the Intercollegiate Center in Rome should consult Professor Cathy Keane. Students interested in the College Year in Athens Program should consult Professor Robert Lamberton.

**Senior Honors:** If you are planning to pursue graduate work, you should enter the Honors program. To apply, you 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), and permission of the chair. A thesis of substantial nature and length is prepared and written under the direction of a member of the department, beginning in the fall semester of your senior year. A final draft is submitted to

the director no later than February 1, a final copy to the full thesis committee before March break. Credit of 6 units is awarded upon presentation of an acceptable thesis.

## The Minor in Classics

**Units required:** 15

**Required courses:**

Greek 317C and 318C. Introduction to Greek Literature

**or**

Latin 3171 and 3181. Introduction to Latin Literature

**Elective courses:**

Three other adviser-approved courses (9 units) in Greek, Latin, or Classics. These must include at least one Greek or Latin course at the 300 or 400 level. No more than one course may be at the 200 level, and Classics 225D may not be counted.

## The Minor in Ancient Studies

**Units Required:** 15

**Required Courses:**

At least two of the following:

Classics 341C. Ancient History: The Roman Republic

Classics 342C. Ancient History: The Roman Empire

Classics 345C. Greek History: Archaic and Classical

Classics 346C. Greek History: The Age of Alexander

**Elective courses:**

You need three other courses in the culture of Greece and Rome, the selection to be mutually agreeable to the department adviser and to the student. No more than two courses may be at the 200 level. Classics 225D may not be counted.

## Classics

**L08 Classics 200C. World Archaeology**

Same as ARC 200C

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

**L08 Classics 225D. Latin and Greek in Current English**

An intensive survey of Greek and Latin words and roots found in English, both technical and nontechnical. The course strengthens the student's English vocabulary and complements advanced courses in English composition. Does not count toward a major or minor in Classics.

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

**L08 Classics 228. Theatre Culture Studies I: Antiquity to Medieval**

Same as Drama 228C

Credit 3 units. A&S: TH BU: HUM FA: AH

**L08 Classics 235C. The Greek Imagination**

An introduction to Greek culture with emphasis on Archaic and Classical ideas about man, the gods, and the cosmos. Considerable attention also is given to the Athenian democracy, its institutions, festivals, and arts. The course is designed to offer a broad and interdisciplinary view of the most memorable Greek achievements in literature, the visual arts, and social thought and practice.

Credit 3 units. A&S: TH, CD BU: HUM FA: SSP

**L08 Classics 236C. The Roman World**

An introduction to the society and culture of the ancient Roman Republic and Empire, including national identity, moral and political thought, family, religion, and entertainment. Emphasis on primary texts.

Credit 3 units. A&S: TH, CD BU: HUM FA: AH, Lit

**L08 Classics 240. Not Members of This Club: Women and Slaves in the Greco-Roman World**

Both the Athenian Democracy and the Roman Senatorial Oligarchy were societies in which political power was the exclusive property of free, citizen males. With very few exceptions, the astounding accomplishments of those societies were also the creations of free, citizen males. This course examines the lives of two disparate but comparable groups of outsiders within Greek and Roman society. The status, rights, and accomplishments of Athenian and Roman women are explored and placed in the context of other premodern societies. Likewise, the institution of slavery in Greece and Rome is explored and compared with other slave-holding societies, ancient and modern.

Credit 3 units. A&S: SS, CD, SD BU: BA FA: SSP

**L08 Classics 301C. Greek Mythology**

A survey and study of the great mythic stories of the ancient world, with an emphasis on such topics as creation, divinity, friendship, sex, love, death, heroic journeys, and the relation of myth to culture.

Credit 3 units. A&S: TH BU: HUM FA: SSP

**L08 Classics 3301. Homeric Archaeology**

Same as Art-Arch 3301

Credit 3 units. A&S: TH, CD BU: IS FA: AH

**L08 Classics 334. Roman Art and Archaeology**

Same as Art-Arch 334

Credit 3 units. A&S: TH BU: HUM FA: AH



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**L08 Classics 3361. Ancient Sanctuaries: The Archaeology of Sacred Space in the Ancient Mediterranean**

Same as Art-Arch 336

Credit 3 units. A&S: TH, CD BU: HUM FA: AH

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**L08 Classics 3369. Underwater Archaeology**

Same as ARC 3369

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L08 Classics 341C. Ancient History: The Roman Republic**

From the legendary origins of the city through the establishment and collapse of its republican government. Emphasis on political history, imperialism, slavery, Greek culture, and the Roman aristocracy.

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L08 Classics 342C. Ancient History: The Roman Empire**

From the establishment of the Augustan principate to the sack of Rome in 410. Emphasis on social and cultural history, including life in the provinces, slavery, the family, legal developments, the rise of Christianity, and the general question of Roman imperialism and its consequences.

Credit 3 units. A&S: TH BU: HUM, IS FA: SSP

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**L08 Classics 345C. Greek History: Archaic and Classical**

From the so-called Dark Ages to the death of Socrates, a survey of the political, social, economic, and military development of early Greece, with emphasis upon citizenship and political structure, religion and culture, and the complex relationships between Greeks and neighboring peoples.

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L08 Classics 346C. Greek History: The Age of Alexander**

From the death of Socrates until the foundation of the Roman Empire, Greece and the Ancient Near East underwent profound changes that still resonate today. This course surveys the political, social, economic, and military developments of this period, especially Alexander the Great's legacy.

Credit 3 units. A&S: TH, CD BU: HUM FA: SSP

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**L08 Classics 347C. Ancient Philosophy**

Same as Phil 347C

Credit 3 units. A&S: TH BU: ETH FA: SSP

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**L08 Classics 350. Greek Art and Archaeology**

Same as Art-Arch 331

Credit 3 units. A&S: TH BU: HUM FA: AH

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**L08 Classics 3582. Ancient Rome in Film and Fiction**

Examines a group of novels starting with *The Last Days of Pompeii* (1834) and a group of films beginning with *The Sign of the Cross* (1936) to see how writers and filmmakers have conjured up an image of Roman excess and exoticism in line with their own artistic and cultural viewpoints. We read both popular successes such as *Ben-Hur* and "high art" such as *Marius the Epicurean* and see such commercial successes as *The Robe* and art house films such as Fellini's *Satyricon*.

Credit 3 units. A&S: TH BU: HUM FA: AH, Lit

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**L08 Classics 371. The Ancient Family**

Examination of the roles of the family in the ancient world through readings and discussions of primary sources (literature, legal texts, inscriptions, art) and recent scholarship. Topics include: demography; relationship between family and state; economic, social, and religious roles of the family; roles of women, men, children, and slaves; death and inheritance; marriage; children; family relationships; household space; comparisons with the modern family.

Credit 3 units. A&S: TH, SD, WI BU: BA

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**L08 Classics 375. Topics in Classics**

Study of one or more themes recurring in the traditions of Greek, Roman, and European literature.

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L08 Classics 375W. Writing about the Ancient World**

Classics courses at the 300 level with enhanced requirements in writing may be taken under this designation as writing-intensive courses. Required: permission of instructor.

Credit 3 units. A&S: TH, WI

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**L08 Classics 3831. Magicians, Healers and Holy Men**

Magic is perhaps not one of the first words one associates with Greco-Roman antiquity. Yet for most individuals living in the ancient Mediterranean, including philosophers, businessmen, and politicians, magic was a part of everyday life. Casting spells, fashioning voodoo dolls, wearing amulets, ingesting potions, and reading the stars are just some of the activities performed by individuals at every level of society. In this course, we examine Greco-Roman, early Christian, and Judaic "magical" practices. We read spell-books that teach you how to read the stars, make people fall in love with you, bring harm to your enemies, lock up success in business, and win fame and the respect of your peers. We also look at what is said, both in antiquity and in contemporary scholarship, about magic and the people who practiced it, which helps illuminate the fascinating relationship between magic, medicine, and religion.

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

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**L08 Classics 386. Old Jokes: Laughter in the Greco-Roman World**

An exploration of the theory and practice of comedy in the Greco-Roman world. Readings include examples of iambic (mocking) poetry, comic theater, satiric verse, and prose fiction, as well as philosophical discussions of the relationship of humor and laughter to human behavior and values. As comedy in all contexts engages and shapes cultural values just as much as "serious" literature does, its history and reception raise major social and aesthetic issues. Critical topics include: how ancient thinkers imagined comedy's historical "birth," how public comic performances may have encouraged either social cohesion or disruption, how communities defined "beneficial" and "offensive" humor, and how ancient elite writers and readers felt about the often lowbrow and obscene content of "classic" comic literature. Combination of lectures and discussions.

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L08 Classics 389C. The Ancient Novel**

Many modern readers are familiar with the mythological and dramatic literature of Greco-Roman antiquity, but fewer are aware that the same cultures developed a tradition of prose fiction concerned with romance, human psychology and sexuality, exotic travel and adventure, and religious experience. The European tradition of extended fictional narrative begins with the Greeks, and their novels, along with Apuleius' Golden Ass and Petronius' Satyricon, had a formative influence on later narrative traditions. Students read and analyze all the surviving examples of the Greco-Roman novel, including some fragmentary works, with the goal of throwing light on the history and conventions of the genre, its appeal, and its influence.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L08 Classics 392E. Greek and Roman Drama**

Survey of the tragic and comic dramas produced in Ancient Greece and Rome. Study of the plays' religious and civic performance contexts, responses of the ancient audiences, and literary interpretations.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L08 Classics 393. The Tragic Muse**

Intensive study of the major tragic playwrights of Ancient Greece (Aeschylus, Sophocles, and Euripides) and some of their imitators and critics in the western tradition. We consider tragedy's origins, its literary elements and theory, its performance and religious contexts, and its social functions. Lectures with discussions.

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

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**L08 Classics 426. Ancient Athens**

Athens was one of the great cities of antiquity. From lavishly decorated marble temples on the Acropolis, to public office buildings and inscriptions in the Agora (civic center), to the houses of the living and the monuments for the dead, the city has left a rich record of her material culture. These buildings and objects, together with an exceptionally large number of literary and historical texts, make it possible to paint a vivid picture of the ancient city. The course concentrates on the physical setting and monuments of Athens, as revealed by both archaeology and texts, and how they functioned within the context of Athenian civic and religious life. Prerequisite: Classics 345C, Classics 350, or permission of instructor.

Credit 3 units. A&S: TH, CD BU: HUM FA: AH

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**L08 Classics 427. Athenian Vase Painting**

Same as Art-Arch 427

Credit 3 units. A&S: TH

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**L08 Classics 4321. Ancient Coins**

Same as Art-Arch 4321

Credit 3 units. A&S: TH FA: AH

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**L08 Classics 433. Greek Vase Painting**

Same as Art-Arch 433

Credit 3 units. A&S: TH FA: AH

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**L08 Classics 435. The Parthenon**

Same as Art-Arch 435

Credit 3 units. A&S: TH FA: AH

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**L08 Classics 4350. Hellenistic Philosophy**

Same as Phil 4530

Credit 3 units. A&S: TH FA: SSP

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**L08 Classics 437. Greek Sculpture**

Same as Art-Arch 437

Credit 3 units. A&S: TH FA: AH

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**L08 Classics 4371. Greek and Roman Pottery**

Same as Art-Arch 4371

Credit 3 units. A&S: TH FA: AH

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**L08 Classics 4381. Ancient Painting**

Same as Art-Arch 438

Credit 3 units. A&S: TH FA: AH

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**L08 Classics 442. The Later Roman Empire: From Constantine to Justinian**

Covers the period from ca. 300 through the reign of Justinian. Focus on legal developments and codification of law, social changes, rise of Christianity, and fall of the Roman Empire in the west. Prerequisite: Classics 342C or permission of instructor.

Credit 3 units. A&S: TH

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**L08 Classics 443. The Age of Nero: Writing, Performance, and Politics at the End of a Dynasty**

This course examines the reign of Nero (54-68 ce) as a distinct and remarkable period of literary and artistic production in ancient Rome and its empire. We study the career of the emperor himself, learning about imperial politics and policies during his reign, his own artistic career (his "fiddling while Rome burned," literary endeavors, and notorious stage tour), and the violent end of his rule and dynasty. We examine the literature, philosophy, satire, and other writings of the period, both those that take the emperor himself as their subject and those that treat other aspects of history, myth, and culture from a "Neronian" perspective. We also examine art (both public and private), public entertainment (the amphitheater, the circus, and the stage), and other cultural achievements and issues associated with the last Julio-Claudian emperor.

Credit 3 units. A&S: TH

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**L08 Classics 450. Topics in Classics**

Same as Re St 479

Credit 3 units. A&S: TH, SD

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**L08 Classics 450W. Topics in Classics**

Classics courses at the 400 level with enhanced requirements in writing may be taken under this designation as writing intensive courses. Required: permission of instructor.

Credit 3 units. A&S: TH, WI

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**L08 Classics 451. Plato**

Same as Phil 451

Credit 3 units. A&S: TH FA: SSP

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**L08 Classics 452. Aristotle**

Same as Phil 452

Credit 3 units. A&S: TH FA: SSP

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**L08 Classics 476. Money, Exchange, and Power: Economy and Society in the Ancient Mediterranean World**

From chattel slavery, temple treasure, and the moral effects of maritime commerce to the nature of the family and status of women, the economy of the ancient Greeks, Romans, and others constitutes a particularly dynamic field in the study of ancient societies. This course engages directly with the evidence for the partic-

ular economic behaviors, patterns, and institutions that lay behind the development of ancient Mediterranean societies, and also bridges a gap between cultural and social science approaches toward ancient society. We also explore the methodological challenges and implications of working with ancient evidence, as well as a variety of modern theoretical approaches and their implications. Prerequisites: Classics 345C and 346C or Classics 341C and 342C, or permission of instructor.

Credit 3 units. A&S: TH

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**L08 Classics 493. Senior Project**

Recommended for all majors in Classics or Ancient Studies who have not completed their college capstone experience in another major, or who are not satisfying this requirement by means of a Senior Honors Thesis in Classics, Greek, or Latin. A structured research assignment or independent project under the supervision of one of the department's faculty is required. Prerequisites: senior standing and permission of the chair of the Department.

Credit 3 units.

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**L08 Classics 497. Study for Honors**

Prerequisites: junior standing, grades averaging A- in courses numbered 300 or above in Classics, and permission of the Department chair.

Credit 3 units.

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**L08 Classics 498. Study for Honors**

Prerequisites: junior standing, grades averaging A- in courses numbered 300 or above in Classics, and permission of the Department chair.

Credit 3 units.

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## Greek

**L09 Greek 101D. Beginning Greek I**

Intensive introduction to the morphology and syntax of classical (ancient) Greek, including extensive readings in literary texts.

Credit 5 units. A&S: LA BU: HUM, IS

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**L09 Greek 102D. Beginning Greek II**

Continuation and completion of the program begun in Greek 101D.

Prerequisite: Greek 101D or permission of the instructor.

Credit 4 units. A&S: LA BU: HUM, IS

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**L09 Greek 190D. Intensive Beginning Greek I**

An intensive study of Attic Greek.

Credit 5 units. A&S: LA BU: IS

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**L09 Greek 210. Intensive Beginning Greek II**

Completion of work begun in Greek 190D followed by readings in original Greek poetry and prose. Successful completion of Greek 210 with a grade of B+ or better will allow the student to proceed directly to Greek 318C.

Credit 5 units. A&S: LA BU: HUM, IS

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**L09 Greek 215D. Intermediate Greek I**

Reading of Greek prose texts accompanied by review of morphology and syntax and exercises in vocabulary building. Prerequisite: Greek 102D or permission of the instructor.

Credit 3 units. A&S: LA BU: HUM, IS

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**L09 Greek 301. Intermediate Greek: The New Testament in Context**

A reading of texts from the New Testament as well as others of relevance to the religions of the Roman Empire. Prerequisite: Greek 317C or permission of the instructor.

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

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**L09 Greek 316C. Intermediate Greek II**

Readings in various forms of Greek poetry and prose as foundation for advanced study of Greek literature. Prerequisite: Greek 215D or permission of the instructor.

Credit 3 units. A&S: LA BU: HUM FA: Lit

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**L09 Greek 317C. Introduction to Greek Literature**

Introduction to Attic prose through the reading of Plato's *Apology* and related texts. Prerequisite: Greek 102D with a grade of B+ or higher, or permission of the instructor.

Credit 3 units. A&S: TH BU: HUM, IS FA: Lit

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**L09 Greek 318C. Introduction to Greek Literature**

Introduction to epic poetry through the reading of selections from Homer's *Iliad* and *Odyssey*. Prerequisite: Greek 210, Greek 316C, or Greek 317C.

Credit 3 units. A&S: TH BU: IS FA: Lit

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**L09 Greek 350W. Writing About Greek Literature**

Greek courses at the 300 level with enhanced writing requirements may be taken under this designation as writing-intensive courses. Required: permission of instructor.

Credit 3 units. A&S: LA, WI

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**L09 Greek 411. Homer: The Odyssey**

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L09 Greek 413. Homer: The Iliad**

Credit 3 units. A&S: TH FA: Lit

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**L09 Greek 416. Hesiod**

Credit 3 units. A&S: TH FA: SSP

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**L09 Greek 418. The Epic Tradition**

Intensive readings in Greek epic, including Homer, Hesiod, Apollonius Rhodius, and a sampling of later hexameters (*The Orphic Argonautica*, Nonnus). The emphasis is on the continuities and the discontinuities in the evolution of the genre.

Credit 3 units. A&S: TH

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**L09 Greek 421. Sophocles**

Credit 3 units. A&S: TH FA: Lit

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**L09 Greek 422. Euripides**

Credit 3 units. A&S: TH FA: Lit

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**L09 Greek 423. Aeschylus**

Credit 3 units. A&S: TH FA: Lit

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**L09 Greek 424. Aristophanes**

Credit 3 units. A&S: TH FA: Lit

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**L09 Greek 430. Herodotus**

Credit 3 units. A&S: TH FA: SSP

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**L09 Greek 431. Thucydides**

Credit 3 units. A&S: TH FA: SSP

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**L09 Greek 432. The Attic Orators**

Credit 3 units. A&S: LA FA: SSP

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**L09 Greek 435. Classical Historical Prose**

Credit 3 units. A&S: TH

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**L09 Greek 436. Attic Prose of the 4th Century BC**

Selected texts of Attic orators Xenophon, Plato, or Aristotle; specific readings for each semester in Course Listings. May be repeated for credit for study of a different author or text.

Credit 3 units. A&S: TH FA: Lit

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**L09 Greek 437. Topics in Greek Poetry**

Selected poetic texts from elegy, iambic, melic, pastoral, epic (other than *Iliad* and *Odyssey*), and other genres; specific readings for each semester in Course Listings. May be repeated for credit for study of different texts.

Credit 3 units. A&S: TH FA: Lit

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**L09 Greek 438W. Topics in Greek Literature**

Advanced Greek seminars with enhanced writing requirements may be taken under this designation as writing-intensive courses. Required: permission of instructor.

Credit 3 units. A&S: TH, WI

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**L09 Greek 451. PLATO**

Credit 3 units. A&S: LA

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**L09 Greek 499. Study for Honors**

Prerequisites: junior standing, grades of A- or better in courses in Greek numbered 300 or above, and permission of the Department chair. Either Greek 499 or Latin 497 must be taken by all Honors candidates.

Credit 3 units. A&S: TH

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## Latin

**L10 Latin 101D. Beginning Latin I**

Introduction to morphology and syntax of classical Latin.

Credit 4 units. A&S: LA BU: HUM, IS

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**L10 Latin 102D. Beginning Latin II**

Continuation of program begun in Latin 101D.

Credit 4 units. A&S: LA BU: HUM, IS

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**L10 Latin 190D. Intensive Elementary Latin I**

An accelerated study of Latin grammar. For students with previous knowledge of Latin, graduate students outside of Classics, and for students willing to work at an accelerated pace.

Credit 5 units. A&S: LA BU: IS

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**L10 Latin 210. Intensive Elementary Latin II**

Completion of work begun in Latin 190D followed by readings in original Latin poetry and prose. Successful completion of Latin 210 with a grade of B+ or better allows the student to proceed directly to Latin 318C.

Credit 5 units. A&S: LA BU: IS

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**L10 Latin 301. Introduction to Latin Literature I**

Intensive 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. Prerequisite: Latin 101D, placement by examination, or permission of instructor.

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

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**L10 Latin 3161. Introduction to Latin Literature II: Elementary Prose and Poetry**

Appreciation of literary forms through study of selected elementary literary texts in Latin prose and poetry. Prerequisite: Latin 301, placement by examination, or permission of the instructor.

Credit 3 units. A&S: LA

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**L10 Latin 3171. Survey of Latin Literature: The Republic**

A broad overview of the major literary achievements of the last two centuries of the Roman Republic with emphasis on figures such as Catullus, Lucretius, Caesar, and Cicero. Prerequisite: Latin 102D with a grade of B+ or better, or Latin 301C, or Latin 3161 (or 316C), or placement by examination, or permission of the instructor.

Credit 3 units. A&S: LA

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**L10 Latin 3181. Survey of Latin Literature: The Empire**

A broad overview of the major literary achievements of the first century of the Roman Empire with emphasis on figures such as Virgil and Livy. Prerequisite: Latin 102D with a grade of B+ or better, or Latin 3161 (or 316C), or Latin 3171 (or 317C), or placement by examination, or permission of the instructor.

Credit 3 units. A&S: LA

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**L10 Latin 350W. Writing About Latin Literature**

Latin courses at the 300 level with enhanced writing requirements may be taken under this designation as writing-intensive courses. Required: permission of instructor.

Credit 3 units. A&S: TH, WI

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**L10 Latin 370. Topics in Latin Literature:**

Study in selected problems, eras, or generic sequences; specific topic for each semester in Course Listings. May be repeated for credit for study of different topics. Prerequisites: Latin 318C or permission of instructor.

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

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**L10 Latin 401. Medieval Latin**

Credit 3 units. A&S: TH FA: Lit

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**L10 Latin 413. Latin Philosophical Writers**

Readings among various writers of philosophy in Latin, ranging from Cicero to Seneca to Augustine. Texts vary, therefore, course may be taken more than once.

Credit 3 units. A&S: TH FA: SSP

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**L10 Latin 415. Cicero**

Credit 3 units. A&S: TH FA: SSP

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**L10 Latin 416. Seneca**

Credit 3 units. A&S: TH

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**L10 Latin 419. Julius Caesar and His Image**

Credit 3 units. A&S: TH

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**L10 Latin 4215. Plautus**

Credit 3 units. A&S: TH FA: SSP

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**L10 Latin 422. Lucretius**

Credit 3 units. A&S: TH FA: SSP

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**L10 Latin 431. Vergil: The Aeneid**

Credit 3 units. A&S: TH FA: Lit

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**L10 Latin 432. Horace on Poetry**

Credit 3 units. A&S: TH

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**L10 Latin 433. Ovid**

Credit 3 units. A&S: TH

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**L10 Latin 441. ROMAN SATIRE**

Credit 3 units. A&S: TH

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**L10 Latin 444. Latin Prose Composition**

Readings in Cicero coupled with exercises in composition of Latin prose, with attention to grammatical and idiomatic accuracy as well as elegance of style.

Credit 3 units. A&S: TH FA: SSP

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**L10 Latin 451. The Roman Historians**

Credit 3 units. A&S: TH FA: SSP

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**L10 Latin 471. Elegiac Poetry**

Credit 3 units. A&S: TH FA: Lit

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**L10 Latin 493. Readings in Latin Prose**

A survey of the major genres of Latin prose, history, oratory, and philosophy. Authors may include Caesar, Cicero, Seneca, Tacitus. Aim is to develop reading facility and understanding.

Credit 3 units. A&S: TH FA: Lit

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**L10 Latin 494W. Topics in Latin Literature**

Advanced Latin seminars with enhanced writing requirements may be taken under this designation as writing-intensive courses. Required: permission of instructor.

Credit 3 units. A&S: TH, WI

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**L10 Latin 495. Topics in Republican Latin**

May be repeated for credit for study of different topics.

Credit 3 units. A&S: TH FA: SSP

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**L10 Latin 496. Tacitus**

Credit 3 units. A&S: TH FA: SSP

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**L10 Latin 4961. Topics in Empire Latin**

May be repeated for credit for study of different topics.

Credit 3 units. A&S: TH FA: SSP

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**L10 Latin 497. Honors Course I**

Prerequisites: junior standing, a grade of A- or better in courses in Latin numbered 300 or above, and permission of the Department chair. Either Latin 497 or Greek 499 must be taken by all Honors candidates.

Credit 3 units.

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**L10 Latin 498. Honors Course II**

Prerequisites: junior standing, a grade of A- or better in courses in Latin numbered 300 or above, and permission of the Department chair. Either Latin 497 or Greek 499 must be taken by all Honors candidates.

Credit 3 units.

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**Contact Person:**

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Comparative Literature studies 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 and kinds of writing; how literary texts produce their complex webs of meaning; and the ethical valence of literature in a globalized world. Advanced knowledge of a foreign language is essential for understanding and appreciating a given literature and culture. Therefore, all majors study a foreign language and literature at an advanced level. Moreover, the study of works in translation, especially those originally written in non-European languages, provokes cross-cultural comparisons and helps prepare students for a multilingual, pluralistic, and global world. Comparison of literature to other kinds of arts, media, and writing further develops one's understanding of literature and culture.

Comparative Literature offers students:

- A high degree of flexibility in their course selection and in their chosen program.
- A rich array of courses spanning national, temporal, or medial boundaries organized by genre (e.g., postmodern narrative, comedy, the novel, lyric poetry); cultural issues (e.g., exile, diaspora, cross-cultural encounters); thematic topic (e.g., memory, love in the novel, mysticism in poetry); period (Romanticism, the Renaissance); and transnational region (e.g., Middle Eastern literature, African literature).
- Courses that instruct the student in the central practices, approaches, and theories of the discipline: an entry-level course titled "World Literature," a required introductory course on comparative methods, a required course on literary theory, and a course on translation.
- Preparation for life in a global, multicultural, and plurilingual world. The critical thinking developed in all of our courses will help students succeed in law and other professional schools. Many of our graduates have gone on to careers in secondary or higher education. With the help of our major and the semester or year abroad that we encourage, some graduates have gone into the Peace Corps and careers in international affairs.

### **Comparative Literature and the Arts & Sciences Curriculum**

Comparative Literature annually offers freshman seminars, writing-intensive courses, several Comparative Literature clusters, and various capstone experiences, including a senior seminar, a course on translation, and independent study projects regarding directed research and creative projects.

### **Chair**

#### **Lynne Tatlock**

Hortense and Tobias Lewin Distinguished Professor in the Humanities  
Ph.D., Indiana University  
(Comparative Literature and German)

### **Endowed Professors**

#### **Robert E. Hegel**

Liselotte Dieckmann Professor of Comparative Literature in Arts & Sciences and Professor of Chinese  
Ph.D., Columbia University  
(Comparative Literature and Chinese, ANELL)

#### **Paul Michael Lützeler**

Rosa May Distinguished University Professor in the Humanities  
Ph.D., Indiana University  
(Comparative Literature and German)

#### **Gerhild Scholz Williams**

Barbara Schaps Thomas and David M. Thomas Professor in the Humanities; Associate Vice Chancellor for Academic Affairs  
Ph.D., University of Washington  
(Comparative Literature and German)

### **Professors**

#### **Nancy E. Berg**

Ph.D., University of Pennsylvania  
(Comparative Literature and Modern Hebrew, ANELL)

#### **Robert K. Henke**

Ph.D., University of California–Berkeley  
(Comparative Literature and Drama)

#### **Fatemeh Keshavarz**

Ph.D., University of London  
(Comparative Literature and Persian, ANELL)

#### **Lutz Koepnick**

Ph.D., Stanford University  
(Comparative Literature and German)

#### **Stamos Metzidakis**

Ph.D., Columbia University  
(Comparative Literature and French, Romance Languages and Literatures)

#### **Stephan Schindler**

Ph.D., University of California–Irvine  
(Comparative Literature and German)

**Harriet Stone**

Ph.D., Brown University  
(Comparative Literature and French, Romance Languages and Literatures)

**Associate Professors**

**Miriam Bailin**

Ph.D., University of California–Berkeley  
(Comparative Literature and English)

**Andrew Brown**

Ph.D., University of Virginia  
(Comparative Literature and English)

**Tili Boon Cuillé**

Ph.D., University of Pennsylvania  
(Comparative Literature and French, Romance Languages and Literatures)

**Matt Erlin**

Ph.D., University of California–Berkeley  
(Comparative Literature and German)

**Marvin H. Marcus**

Ph.D., University of Michigan  
(Comparative Literature and Japanese, ANELL)

**Erin McGlothlin**

Ph.D., University of Virginia  
(Comparative Literature and German)

**Assistant Professors**

**Ignacio Infante**

Ph.D., Rutgers University  
(Comparative Literature and Spanish, Romance Languages and Literatures)

**Stephanie Kirk**

Ph.D., New York University  
(Comparative Literature and Spanish, Romance Languages and Literatures)

**Tabea Linhard**

Ph.D., Duke University  
(Comparative Literature and Spanish, Romance Languages and Literatures)

**Senior Lecturer**

**Emma Kafalenos**

Ph.D., Washington University

**Lecturers**

**Lionel Cuillé**

Doctorate, ENS Lettres et Sciences Humaines (Lyon)  
(Comparative Literature and French, Romance Languages and Literatures)

**Eva-Maria Russo**

Ph.D., University of California–Los Angeles  
(Comparative Literature and German)

**Professors Emeriti**

**Milica Banjanin**

Ph.D., Washington University  
(Russian)

**William H. Gass**

David May Distinguished University Professor Emeritus in the Humanities  
Ph.D., Cornell University

**Naomi Lebowitz**

Hortense and Tobias Lewin Distinguished Professor Emerita in the Humanities  
Ph.D., Washington University  
(English)

**Robert E. Morrell**

Ph.D., Stanford University  
(Japanese)

**James F. Poag**

Ph.D., University of Illinois  
(German)

**Michel Rybalka**

Ph.D., University of California–Los Angeles  
(French, Romance Languages and Literatures)

**Merritt Sale**

Ph.D., Cornell University  
(Comparative Literature and Classics)

**The Major in Comparative Literature**

**Units required:**

30 required units of comparative literature study, of which at least 24 must be at the 300 level or above, distributed between Comparative Literature and the study of a language other than English.

**Required courses:**

- Two specific required courses: an introduction to the discipline of Comparative Literature (Comp Lit 204) and Literary Theory (Comp Lit 393).
- Four other Comp Lit courses are required, only one of which can be at the 200 level. One of these courses must devote substantial attention to non-Western literature. (Overall, four Comp Lit courses at or above the 300 level are required.) Given the immense importance that translation between languages plays in our increasingly global world and given the rich linguistic and cultural questions posed by the practice of translation, interested students are strongly encouraged to take a course on translation.
- **Foreign language requirement:** 12 advanced units of study in the original language if your language is French, Spanish, Italian, or German; or 9 advanced study units in the original language plus 3 units of the literature in translation if you are studying any other language. Students intending to pursue graduate work in Comparative Literature or national literature departments are especially encouraged to study a second foreign language.

## The Major in Comparative Arts

### Units required:

- 27 required units in advanced courses (numbered 300 or higher), distributed in three areas of study—Comparative Literature, the arts, and a language other than English—in addition to introductory courses in all three areas.

### Required courses:

- Comp Lit 204 and three advanced courses in comparative literature, including one course in comparative arts.
- Foreign language requirement: 12 advanced units for French, Spanish, Italian, or German; 9 advanced units plus 3 in translation for other languages.
- In consultation with your adviser, you will choose two advanced courses in aesthetics or art history, or in theoretical or historical approaches to drama, dance, film, or music (Music 221 and 222 also will fulfill this requirement). In addition, you will take four courses (4 to 12 units) in an applied art: fine arts, drama, music, video, or creative writing. These additional courses need not be numbered 300 or above.

## Additional Information

**Senior Honors:** To be considered for Honors, you must have a 3.5 GPA by the end of your sixth semester and you must be approved by either the chair of Comparative Literature or the Director of Undergraduate Studies to write a Senior Honors thesis.

## The Minor in Comparative Literature

**Units required:** 18

**Required courses:** 18 units of study distributed as follows:

- 6 units of advanced study (300 level or above) in a language other than English.
- 12 units of courses in comparative literature, including at least 6 units at the 300 level or above.

You may select two from the following courses:

Comp Lit 204. Crossing the Borders: An Introduction to Comparative Literature  
Comp Lit 211. World Literature: Crossing Lines  
Comp Lit 213E. From Romanticism to Modernism: Literature and the Arts in 19th-Century Europe  
Comp Lit 215C. Introduction to Comparative Practice I  
Comp Lit 241C. Masterpieces of Literature I  
Comp Lit 242C. Masterpieces of Literature II

## The Minor in Comparative Arts

**Units required:** 18

**Required courses:** 18 units of study at the 300 level or above, distributed as follows.

- 6 units at the 300 level of courses in a language other than English.
- 6 units of courses in comparative literature
- 6 units in theoretical or historical courses in music, art history, drama, dance, or aesthetics.

### L16 Comp Lit 110C. Freshman Seminar:

Small interactive seminars based on the research and interests of the professor that introduce students to comparative ways of reading, thinking about, and writing about literature. Previous topics include autobiography, memory in Eastern and Western literature, comedy, and oral-formulaic poetry.

Credit 3 units. A&S: TH BU: HUM FA: Lit

### L16 Comp Lit 115. Freshman Seminar:

A variety of topics in comparative literature, designed for first-year students—no special background is required—and is conducive to the investigation and discussion format of a seminar.

Credit 3 units. A&S: TH BU: HUM FA: Lit

### L16 Comp Lit 200. Topics in Asian and Near Eastern Languages

Same as ANELL 200

Credit 3 units. A&S: TH, CD BU: BA, HUM, IS

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**L16 Comp Lit 204. Crossing Borders: An Introduction to Comparative Literature**

An introduction to some of the ideas and practices of literary studies at the beginning of the 21st century. This course is designed for majors and prospective majors in comparative literature and comparative arts-and other students interested in reading literature from many parts of the world and exploring issues in literary studies including questions of epistemology and representation, the cultural biases of readers, semiotics, translation theory, and Orientalism. Plays, novels, and poems by writers including Euripides, Vergil, Racine, Rilke, Henry James, Borges, Mellah, and Murakami, and closely related short excerpts by theorists from Aristotle to Bhabha. Prerequisite: sophomore standing or permission of the instructor.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L16 Comp Lit 2081. Freshman Seminar: The Chinese American Experience**

Same as ANELL 208

Credit 3 units. A&S: TH, SD BU: HUM

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**L16 Comp Lit 211. World Literature**

This course focuses on ways in which literature invites us into new spaces, including new countries, new languages, new identities, and new ideas. We follow the histories of individuals who cross boundaries, examining what they take with them, what they leave behind, and what they encounter.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L16 Comp Lit 213E. Intro to Comparative Arts**

A variety of topics in comparative literature, designed for first-year students-no special background is required-and is conducive to the investigation and discussion format of a seminar.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L16 Comp Lit 2140. Cross-Currents I**

Same as Hum 214

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

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**L16 Comp Lit 215C. Introduction to Comparative Practice I**

This course permits the close examination of a particular theme or question studied comparatively, that is, with a cross-cultural focus involving at least two national literatures. Topics are often interdisciplinary; they explore questions pertinent to literary study that also engage history, philosophy, and/or the visual arts. Although the majority of works studied are texts, the course frequently pursues comparisons of texts and images (painting, photography, film). Requirements may include frequent short papers, response papers, and/or exams.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L16 Comp Lit 255C. Text and Tradition: The Emergence of the Modern Mind: Modern Literature**

Same as Hum 205C

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L16 Comp Lit 260. Cityscapes**

Uses literature to explore past urban societies.

Credit 3 units. A&S: TH

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**L16 Comp Lit 300. Undergraduate Independent Study**

Students pursue personalized projects not normally covered in standard courses at this level. Prerequisites: acceptance by an appropriate instructor of a proposed project and permission of the chair of the committee.

Credit 3 units. FA: Lit

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**L16 Comp Lit 3055. Text and Music**

Same as Music 3051

Credit 3 units. A&S: TH

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**L16 Comp Lit 306. Modern Jewish Writers**

We begin with-and return to-the traditional question of definition(s). Readings are supplemented by guest lectures, film, short stories, and significant essays. We focus on issues of language, memory, and place. Background knowledge is not required, though it is warmly welcomed.

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

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**L16 Comp Lit 313E. Introduction to Comparative Arts**

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L16 Comp Lit 327. Gender and Literary History**

Credit 3 units. A&S: TH

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**L16 Comp Lit 3270. The Medieval Stage**

Medieval drama, which was performed in churches, monasteries, inns and marketplaces, was the pop culture of the Middle Ages. With a focus on major plays from medieval France, Germany, the Netherlands, and England, this course uses an interdisciplinary approach to reconstruct how these plays were staged in their original settings. Additional topics include the architecture of theater spaces and stage types; the use of music in drama; the nature of acting, mimesis and performativity in the Middle Ages; and the importance of the "theater" of medieval art. Students end the class with a historically accurate performance of a medieval play.

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

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**L16 Comp Lit 3301. Topics in Chinese Literature and Culture**

Same as Chinese 330

Credit 3 units. A&S: TH, CD BU: IS

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**L16 Comp Lit 331C. Tragedy**

What is the relationship between freedom and luck? How do men and women respond to large forces beyond their control? Is character a struggle against outside events, or is it a submission to destiny? What happens when two ethical principles, taken absolutely, collide together? What is the nature of evil, and how does good respond to it? In ancient Greece, Renaissance England, 17th-century Europe, modern Europe, and post-colonial Africa, the form of tragedy has grappled with these questions, generating both a rich body of imaginative literature and equally compelling philosophical reflections about tragedy. This course explores great works of tragic literature by authors such as Homer, Aeschylus, Sophocles, Shakespeare, Racine, Ibsen, Dostoevsky, Miller, and Soyinka, and examines philosophers such as Plato, Aristotle, Hegel, Kierkegaard, Nietzsche, Weil, and Arendt in order to explore the questions raised by tragedy.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L16 Comp Lit 332. Literature and Art**

Credit 3 units. A&S: TH

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**L16 Comp Lit 332C. Comedy**

This comparative course examines and enjoys the substances and forms of humor and comedy in different times and places. Some attention to jokes, gags, and comics precedes a wide-ranging examination of literary comedy. A study of various plays and comic texts illuminates different forms of comedy, such as farce, satire, romantic comedy, comedy of manners, absurdist comedy, and contemporary political comedy. Authors include Aristophanes, Plautus, Rabelais, Shakespeare, Molière, Fielding, Gogol, Wilde, Stoppard, and Dario Fo.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L16 Comp Lit 334. Love in the Novel/Love of the Novel**

Our focus is our own pleasure in reading. How do we assure that this pleasure survives into the next century now that the visual, the sound bite, the video clip permeate our lives? We attempt to answer this question by rediscovering one of the great love stories of all times, Leo Tolstoy's *Anna Karenina*. Daniel Pennac's *Reads Like A Novel*, a recent work about the pleasures of reading for pleasure, guides us as we isolate elements of Tolstoy's story that compel us, that teach us about our own needs and desires as readers. The class considers novels whose love stories are molded by the characters' own reading: Austen's *Northanger Abbey*, Flaubert's *Madame Bovary* (1856), Proust's *Swann In Love*, Skarmet's *Burning Patience*, Bernhard Schlink's *The Reader*. Far from being immune to or eclipsed by history and politics, the pleasure of reading is shown to reflect the reader's appreciation of the larger fabric of society, where passion is set against war, prostitution, mental illness, adultery, and prejudice.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L16 Comp Lit 338C. Genres:Textravel**

Genre as a comparative laboratory. A close examination of the nature, function, and pleasures of given literary genres, such as epic or postmodern narrative.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L16 Comp Lit 3405. History of World Cinema**

Same as Film 340

Credit 3 units. A&S: TH, CD BU: HUM, IS FA: AH

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**L16 Comp Lit 3508. Introduction to South Asian Literature I**

Same as Hindi 350

Credit 3 units. A&S: TH, CD BU: HUM

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**L16 Comp Lit 351. Issues in Comparative Literature**

This course addresses current issues in Comparative Literature that relate to historical period, genre, theory, the metropole, etc. The specific topic varies from semester to semester.

Credit 3 units. A&S: TH, WI

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**L16 Comp Lit 355C. The Flowering of Islamic Literature 500-1200**

Exploration of the multilingual (Arabic, Persian, Turkish) literary cultures of a civilization that stretched from Spain to India. Themes and genres include early court patronage, Bedouin odes, wine poetry, social satire, mystical poetry, national epic, and the literature of love and romance. Comparisons to contemporaneous Hebrew and ancient and medieval Western literatures. Readings in English.

Credit 3 units. A&S: TH, CD BU: HUM FA: Lit

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**L16 Comp Lit 364. Literature and Ethics**

Credit 3 units. A&S: TH BU: ETH

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**L16 Comp Lit 376. Topics in Comparative Literature II**

Credit 3 units. A&S: TH

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**L16 Comp Lit 3778. Comparative Studies in the Novel**

This course introduces students to novels from a given period or from a geographical area, with attention to how novels are read and how they communicate.

Credit 3 units. A&S: TH FA: Lit

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**L16 Comp Lit 385. Topics in Comparative Literature**

This course explore narratives that expose 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 discuss what these narratives reveal about the societies they purport to reflect



as well as about the nature of narrative itself to convey history, values, and emotion. Readings include Robert Drewes, *Sharknet*; Nurrudin Farah, *Maps*; Stella Gibbons, *Cold Comfort Farm*; David Grossman, *Momik*; Philippe Grimbert, *Memory*; Dorothy Allison, *Two or Three Things I Know for Sure*; Amos Oz, *Tale of Love and Darkness*; and Hanan al-Shaykh, *Story of Zahra*. Prerequisite: E Comp 100 (Writing I), sophomore standing, or permission of the instructor.

Credit 3 units. A&S: TH

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**L16 Comp Lit 386. The Literary 1960s: Years of Hope/Days of Rage**

Taking its subtitle from the one used by Todd Gitlin for his monumental sociological study of the 1960s, this course focuses on the diverse and exciting literature of this often chaotic, always fascinating period. Readings include popular and influential books by Peter Weiss, Robbe-Grillet, Ken Kesey, Tom Wolfe, Germaine Greer, Eldridge Cleaver, and Joan Didion. Attention is paid not only to important new artistic, political, and social movements, as seen by these writers, but also to films and music of the time.

Credit 3 units. A&S: TH FA: Lit

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**L16 Comp Lit 389. Topics:**

Comparative study of a given question, theme, or problem, such as eros or exile or cruelty.

Credit 3 units. A&S: TH FA: Lit

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**L16 Comp Lit 390. Lyrics of Mystical Love, East and West**

How can mystical experience be put into words? How did the mystic poets, from various world traditions, attempt to express this inexpressible? How should we "read" and "interpret" these poetic images? This course deals with these and similar questions while examining key mystical/poetic concepts such as silence, union with the divine, or human versus mystical love. The lyrics of the world-renowned mystic Rumi are used as the main text with frequent comparisons to the writings of other prominent figures such as St. John of the Cross, Yunus Emre, John Donne, Kabir, and Meister Eckhart. All poems are read in English.

Credit 3 units. A&S: TH, CD, WI FA: Lit

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**L16 Comp Lit 391C. The Ancient Novel**

Same as Classics 389C

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L16 Comp Lit 392. Literary Movements**

This course compares authors of different national literatures by closely examining certain movements and periods, such as Renaissance humanism, romanticism, and naturalism.

Credit 3 units. A&S: TH

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**L16 Comp Lit 393. Literary Theory**

Credit 3 units. A&S: TH

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**L16 Comp Lit 396. Lyric Poetry**

A study of the sounds, forms, devices, voices, and pleasures of lyric poetry from international and comparative points of view. Attention to theories of lyric, formal devices, and problems of translation. The study of various lyric forms such as the ode, the elegy, and the sonnet, generates comparisons across time and space.

Credit 3 units. A&S: TH, WI

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**L16 Comp Lit 402. Introduction to Comparative Literature**

Credit 3 units. A&S: TH FA: Lit

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**L16 Comp Lit 406. Translation**

This course looks at the practice and theory of literary translation. While the main focus is on the literary and linguistic processes involved in translating a text from one language to another, we spend much time exploring the cultural significance of translation in an increasingly interconnected world. Translation is one of the best ways to make the world accessible to us. Successful translation requires in-depth knowledge of the social and cultural conditions in which the original text is produced. It is equally important to be aware of the expectations of the readers who read the translated version. To balance these theoretical discussions with practical matters, we invite translators to the class to speak about their published works. The requirements include translation projects to add experience to the analysis carried out in class. Prerequisite: fluency in a language other than/in addition to English.

Credit 3 units. A&S: TH

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**L16 Comp Lit 409. Correlation Between East and West**

Extensive comparative study of a period, topic, theme, or genre in Chinese or Japanese literature with a body of texts from one or more European languages that serve to illuminate the literary similarities and cultural differences between the two. Texts vary, depending upon the interests of the instructor(s). All texts available in English translations as well as in the original languages.

Credit 3 units. A&S: TH FA: Lit

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**L16 Comp Lit 4099. The Modernist Revolution in the Arts**

Same as Drama 409

Credit 3 units. A&S: LA

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**L16 Comp Lit 4111. PASTORAL LITERATURE**

Same as Hum 4111

Credit 3 units. A&S: TH

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**L16 Comp Lit 419. Feminist Literary and Cultural Theory**

Same as WGSS 419

Credit 3 units. A&S: TH

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**L16 Comp Lit 4204. Film Theory**

Same as Film 420

Credit 3 units. A&S: TH, WI FA: Lit

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**L16 Comp Lit 424. Senior Seminar**

Intensive study of a comparative topic in a seminar situation.

Credit 3 units. A&S: TH

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**L16 Comp Lit 425. Seminar in Theatre History**

Study of particular topics of theater history, organized historically, such as a comparative course on Italian, English, and France early-modern theater.

Credit 3 units. A&S: TH FA: Lit

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**L16 Comp Lit 430. Narrative Theory**

Sequential representation, which is a feature of narratives, can be found in novels and stories and also in historical records, films, television dramas, cartoons, graphic novels, and even (when ordered sequentially) paintings or photographs. We consider focalization, temporal relations, speech representation, gaps, and the implied author, and the effect of these and other elements of narrative analysis on readers' and viewers' experience. Exemplary narratives include Flaubert's *Madame Bovary*, James' *Ambassadors*, Faulkner's *Sound and the Fury*, and Robbe-Grillet's *Maison de Rendez-vous*; stories by Hoffman, Borges, and Cortázar, along with a film or photo-novel. We read theory by major narratologists Barthes, Chatman, Cohn, Dolozel, Genette, McHale, Nünning, Phelan, Prince, Rimmon-Kenan, Ryan, Sternberg, and others. Open to students of history, the visual arts, and film, as well as literature.

Credit 3 units. A&S: TH

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**L16 Comp Lit 436. Seminar in Dramatic Theory**

The course begins with Plato's critique of mimesis and Aristotle's defense, as we read *The Poetics* as a response to Plato. We take some of Aristotle's basic concepts, such as mimesis, plot, character, and thought, and attempt to apply them to drama up to the present day. We also consider fundamental elements of both the dramatic text and the dramatic production, such as space, time, dialogue, narrative devices, and perspective. Brecht's theory of "epic drama" forms the other conceptual pole in the course, opposing Aristotle. Besides these two theorists, other figures include Ben Jonson, Corneille, Dryden, Diderot, Schiller, Hegel, Zola, Artaud, and Grotowski. The course, then, has both chronological and thematic axes. Three papers and one oral presentation.

Credit 3 units. A&S: TH FA: Lit

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**L16 Comp Lit 438. AESTHETICS**

Credit 3 units. A&S: TH FA: AH, SSP

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**L16 Comp Lit 442. Literature of Catastrophe**

Same as E Lit 441

Credit 3 units. A&S: TH

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**L16 Comp Lit 4422. History, Memory and Collective Identities**

Same as History 4422

Credit 3 units. A&S: TH FA: SSP

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**L16 Comp Lit 449. Topics in Comparative Literature**

Topics in Comparative Literature. Subject matter varies from semester to semester.

Credit 3 units. A&S: TH

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**L16 Comp Lit 4690. Europe, An Imagined Community: Essays on Identity since 1750; Literature, Thought, Art, Politics**

Same as IAS 422

Credit 3 units. A&S: TH, CD BU: BA

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**L16 Comp Lit 4901. TOPICS: Around Paris: Capital Lives**

This course constructs a cultural map of literature and the visual arts through century-by-century comparisons linking Paris with different Western capitals. We study Rabelais' ideals of a humanist education along with the flourishing of art in Renaissance Florence; the court culture of Lafayette's *Princess de Cleve* and the art of Vermeer and his contemporaries in Delft and Amsterdam; the libertinism of Laclos' *Dangerous Liaisons* in conjunction with the London exploits of Richardson's *Pamela*; and the middle-class desire as it radiates from Paris through Vienna in Flaubert's *Madame Bovary*. Vuillard's paintings, and Freud's *Dora*. These comparisons enable us to define a context for literature that engages political, religious, and social concerns. A study of Butor's *Parisian hero's return to Rome in Change of Heart (La Modification)* along with Paul Auster's *New York Trilogy* focuses on how, by experimenting with narrative structure, some modern literature defines a culture rooted less in sociopolitical concerns than in the writer's own ability to relate the impact of city life on the consciousness of his hero. Photographs of Paris and New York by Cartier-Bresson, Doisneau, Stieglitz, Strand, Hine, and others offer additional perspectives for considering how, over time and over borders, Paris remains central to our sense of culture. Prerequisite: one 300-level literature class.

Credit 3 units. A&S: TH

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**L16 Comp Lit 494. SEMINAR: Diverse Topics in Literature**

This course may offer a variety of topics. Semester subtitle varies. In previous semesters, 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. See department for further details.

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

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**L16 Comp Lit 495. Seminar**

Seminar in Comparative Literature Studies. Topics vary. See course listings for current semester's offering.

Credit 3 units. A&S: TH FA: Lit

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**L16 Comp Lit 497. Independent Work for Senior Honors**

One or more long papers on a topic chosen in conjunction with the adviser and an examination. A committee determines whether the student receives credit only or Honors. Prerequisites: senior standing and permission of chair of the committee.

Credit 3 units. FA: Lit

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**L16 Comp Lit 498. Independent Work for Senior Honors**

Advanced work as indicated in C Lit 497. Prerequisites: senior standing and permission of chair of the committee.

Credit 3 units. FA: Lit

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**Phone:** 314/935-5170

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**Departmental website:** <http://complit.artsci.wustl.edu/>

## Arts & Sciences: Dance

You may select dance as a major through the Performing Arts Department. This course of study combines intensive studio work in technique and theory of modern dance, ballet, and composition with seminars examining dance as a global phenomenon with forms reflecting culturally specific historical, aesthetic, and anthropological features. The program also includes a broad range of courses such as stagecraft, music resources, improvisation, anatomy for dancers, pedagogy, dance therapy, musical theater dance, world dance forms, jazz and tap. You also may choose to minor in modern dance, ballet, or world music, dance and theater. The interdisciplinary minor in world music, dance and theater encourages students already interested in the performing arts to explore those outside Euroamerican traditions. A certificate program in somatic studies is offered through the University College division of Arts & Sciences.

When you study dance at Washington University, you learn from faculty members who have professional experience in addition to their academic degrees. You also have the opportunity to study with guest artists in residence who teach master classes and set choreography.

You may audition for the Washington University Dance Theatre, which holds annual auditions for students. If selected, you will appear in faculty- and guest artist-choreographed concerts in Edison Theatre. You also may participate in student choreography productions and drama productions. Each year, students attend the regional American College Dance Festival to perform and take master classes.

For a list of affiliated faculty, please see the Performing Arts faculty page.

### The Major in Dance

**Total units required: 35–36**

#### Prerequisites (8-9 units):

Dance 203. Composition I (3 units)  
 Two to three dance courses or advanced placement in dance (2–3 units)  
 Drama/Dance 212E. Introduction to Theater Production (3 units)

#### Required courses (18 units):

Dance 213. Improvisation I (1 unit) *or* Dance 310. Improvisation II (1 unit)  
 Dance 303. Composition II (3 units)  
 Dance 305Z. Music Resources for Dance (2 units) *or* Dance 312. Accompaniment Techniques for Dance (2 units)  
 6 units from Dance 301, 302, 321, 3221, 401, 402, 415, 416, 4281, 4291

Choose 6 units from among the following:

Dance 315E. Dance Spectrum (3 units)  
 Dance 316E. From Romantic to Postmodern Dance (course can be taken as an elective if not taken in fulfillment of a requirement) (3 units)  
 Dance 326. Dance History: Contemporary Dance Development in China, Taiwan, and Hong Kong (3 units)  
 Dance 340. Ballet as Ethnic Dance and Classical Art (3 units)  
 Dance 329. Contemporary Dance Development in Asia: Aesthetic and Identity (3 units)

#### Elective courses (minimum of 9 units):

Dance 300. Jazz Dance II (2 units)  
 Dance 305Z. Music Resources for Dance (2 units)  
 Dance 311. Modern Dance and the African-American Legacy (2 units)  
 Dance 312. Accompaniment Techniques for Dance (2 units)  
 Dance 326. Dance History: Contemporary Dance Development in China, Taiwan, and Hong Kong (3 units)  
 Dance 328. Contemporary Dance and the Michio Ito Method (2 units)  
 Dance 329. Contemporary Dance Development in Asia: Aesthetic and Identity (3 units)  
 Dance 40. Composition III (1–3 units)  
 Dance 418. Variations in Classical Ballet (1 unit)  
 Dance 423,42. Pointe Technique (1 unit each)  
 Educ/Psych 36. Psychology of Creativity (3 units)  
 (UCollege) Dance 305. Structured Improvisation for Dance (1 unit)  
 (UCollege) Dance 314. Introduction to Labanotation (2 units)  
 (UCollege) Dance 328. Dance of West Africa (2 units)  
 (UCollege) Dance 335. Bharata Natyam as Movement Narrative (1 unit)  
 (UCollege) Dance 363. Dunham Dance Technique II (2 units)  
 (UCollege) Dance 411. Teaching Creative Movement to Children (2 units)  
 (UCollege) Dance 423. Dance/Movement Therapy (2 units)  
 (UCollege) Dance 430. Applied Anatomy for the Performer (2 units)  
 (UCollege) Dance 440. Curriculum and Instruction in Dance (3 units)  
 (UCollege) Dance 441. The Artist Teaching in the School (3 units)  
 (UCollege) Dance 454. Seminar in Arts Management (3 units)  
 Drama 304. Makeup for the Stage (3 units)  
 Drama 307. Costume Design and History (3 units)  
 Drama 309. Stage Technology (3 units)  
 Drama 310. Stage Lighting (3 units)  
 Drama 341. Acting II (3 units)  
 Drama 343. Fundamentals of Directing (3 units)  
 Drama 361. Stage Management (3 units)  
 Drama 408. The Postmodernist Revolution in the Arts (3 units)

Drama 421. Costume Construction Workshop (3 units)

The dance major must take at least one upper-level course in both ballet and modern dance technique and theory. At least one of the following courses is strongly recommended: West African Dance, Classical Indian Dance, Dunham Technique, Musical Theater Dance, Jazz Dance.

### Additional Information

**Study Abroad:** Study abroad opportunities for dance students include the summer program MADE in France, an innovative, five-week course integrating dance and design that meets for two weeks in Paris, featuring museum outings and the viewing of dance performances, and then goes to the French countryside (Burgundy) for a three-week period of training and performance workshops coordinating dance and design. The program is taught by seasoned professors in dance and design from Washington University and Connecticut College, and enhanced by master classes with European artists. WU students can pursue dance studies abroad during the academic year at the University of Auckland, New Zealand.

### The Minor in Ballet

**Total units required:** 15–18

#### Required courses:

Dance 208. Composition and Technique (Modern)

**or**

2-3 units modern dance technique and 2-3 units dance composition

Dance 340. Ballet as Ethnic Dance and Classical Art

**or**

Dance 316. From Romantic to Postmodern Dance

Choose 6 units from among the following:

Dance 222. Classical Ballet: Level I

Dance 321, 3221. Classical Ballet: Level II

Dance 415, 416. High Intermediate Ballet

Dance 4281, 4291. Classical Ballet: Level III

Choose at least two units from among the following:

Dance 305Z. Music Resources for Dance

Dance 312. Accompaniment Techniques for Dance

Dance 315E. Dance Spectrum

\*Dance 316E. From Romantic to Postmodern Dance

Dance 418. Variations in Ballet

Dance 423, 424. Pointe Technique

\*\*Dance 4281. Classical Ballet: Level III

Dance 430. Anatomy for the Performing Artist

At least 1 unit of pointe work is recommended for women.

\* If not taken as required course

\*\* If not taken as part of required 6 units

### The Minor in Modern Dance

**Total units required:** 16–17

#### Required courses:

Dance 301. Theory and Technique of Modern Dance III

Dance 302. Theory and Technique of Modern Dance IV

Dance 303. Composition II

Dance 316E. From Romantic to Postmodern Dance

A ballet class at the level appropriate for the student; level to be determined

**Elective courses:** Choose 2–3 units from among the following courses:

Dance 305Z. Music Resources for Dance

Dance 311. Modern Dance and the African-American Legacy

Dance 312. Accompaniment Techniques for Dance

Dance 315E. Dance Spectrum

Dance 328. Contemporary Dance and the Michio Ito Method

Dance 350. Contemporary Dance Development in Asia

Dance 340. Ballet as Ethnic Dance and Classical Art

Dance 423. Topics in Dance: Dance Movement Therapy

Dance 430. Anatomy for the Performing Artist

Dance 440. Curriculum and Instruction in Dance

Dance 441. The Artist Teaching in the School

### The Minor in World Music, Dance, and Theater

For the World Music, Dance, and Theater minor, see the Performing Arts page.

#### L29 Dance 104. Body Conditioning

A complete body conditioning program designed to increase strength and flexibility. Uses some floor barre and Pilates-related floor exercises.

Credit variable, maximum 2 units.

#### L29 Dance 106E. Introduction to Dance as a Contemporary Art Form

Introduction to dance as a creative art form. Through practical work in the studio, students gain an understanding of the human body as an instrument of expression and of motion as the medium of dance. Technique, analysis and creative work. Not open to majors. May be repeated once for credit.

Credit 2 units. A&S: LA BU: HUM FA: AH

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**L29 Dance 111. Contemporary Dance for the Male Dancer**

For men who may have athletic or other physical kinesthetic skills, but little to no formal dance training. This course is designed to meet the specific needs of the male body in its capacity for dynamic, aesthetic, expressive movement. Introduction to dance as a creative art form using the body as the instrument of expression and motion as the medium of dance. Technique, analysis and creative work.

Credit 2 units. A&S: LA

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**L29 Dance 120. Yoga and Relaxation Techniques**

Systematic introduction to the methods and theory of yoga as a means of stretching, strengthening, energizing and relaxing the body. Incorporates meditation, massage and other release techniques to help sharpen both body and mind. Students should wear comfortable clothing permitting freedom of movement and bring a mat or towel. Related readings assigned. For beginning students of all ages.

Credit 2 units.

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**L29 Dance 200. Tutorial**

Supplementary work at the low-intermediate level in ballet and modern dance and intermediate-advanced work in ballet and modern dance at times to be announced. Prerequisites: sophomore standing and permission of the coordinator of the Dance Division. Credit to be determined in each case.

Credit variable, maximum 6 units. A&S: LA

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**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 videotapes expand on theory embodied in the class work and give a historical overview of modern dance in the United States. Attendance at two to three performances required. Prerequisite: some previous dance training or permission of instructor.

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

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**L29 Dance 202. Theory and Technique of Modern Dance II**

A course for students familiar with the basic concepts and technique of modern dance. Emphasis on expanding individual movement versatility with increasing difficulty of choreographic phrase materials. Related readings and videos, some focused on American postmodern dance. Attendance at two to three performances required. Prerequisite: Dance 201 or permission of the instructor.

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

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**L29 Dance 203. Composition I**

Finding personal movement and transforming it into dance. Through a series of class projects the formal elements of composition are introduced. Prerequisite: Dance 201 or permission of the instructor; concurrent registration in a technique class required.

Credit variable, maximum 3 units. A&S: LA BU: HUM

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**L29 Dance 208. Composition and Technique**

Introduction to dance composition supported by two technique classes each week at the level appropriate to the individual student. Work on composition assignments outside of class is expected. Prerequisite: Dance 201E or permission of instructor.

Credit 4 units. A&S: LA BU: HUM

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**L29 Dance 211. Yoga and Relaxation Techniques II**

A more vigorous yoga discipline incorporating flow series and held postures. This class concentrates on the movement and distribution of energy throughout the body. Prior yoga experience recommended.

Credit 2 units. A&S: LA

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**L29 Dance 212E. Introduction to Theater Production**

Same as Drama 212E

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

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**L29 Dance 213. Improvisation I**

This course explores the process and art form of creative, expressive, spontaneous dance making. Students learn to move and respond simultaneously in the moment, developing skills of communication, observation, performance and composition in the language of movement. Open to dancers of all levels. Light reading; in class and out of class projects.

Credit 1 unit. A&S: LA BU: HUM

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**L29 Dance 221. Fundamentals of Classical Ballet**

Designed for dancers with no previous training or knowledge of the development of ballet in America, a systematic introduction to the ballet technique, including traditional terminology and introductory readings on American Ballet Theatre as a repository for classical and modern ballet repertoire of both American and European choreographers. Attention to basic anatomical concerns and body alignment as well as to the classical movement vocabulary. Prerequisite: none.

Credit 2 units. A&S: LA BU: HUM

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**L29 Dance 222. Fundamentals of Classical Ballet**

Designed for dancers with no previous training or knowledge of the development of ballet in America, a systematic introduction to the ballet technique, including traditional terminology and introductory readings on New York City Ballet as a repository for the

choreography of George Balanchine. Attention to basic anatomical concerns and body alignment as well as to the classical movement vocabulary.

Credit 2 units. A&S: LA BU: HUM

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**L29 Dance 223. Topics in Theater: Introduction to the American Musical Theater**

Same as Drama 221

Credit 2 units. A&S: LA BU: HUM FA: AH

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**L29 Dance 226. Tap Dance: Beginning**

Instruction in basic tap steps and rhythms. Development of varied tap dance styles. Primarily a studio course with some assigned reading. No prerequisite dance training required.

Credit 2 units. A&S: LA

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**L29 Dance 2340. Classical Dances of India**

An introduction to the classical dance of South India in its cultural context. Students learn to appreciate the Bharata Natyam style and to perform its basic movements. May be repeated once for credit.

Credit 2 units. A&S: LA

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**L29 Dance 257. Dance Theater Production**

Experience in technical production. Required stage work includes two studio dance productions. Prerequisite: Dance 212E.

Credit 1 unit. A&S: LA BU: HUM

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**L29 Dance 280. Hip Hop-Jazz**

Hip Hop-Jazz and music video dance combine in this exciting, high-energy course. Students learn elements from each of these dance styles and focus on how they have been adapted into pop culture choreography. This course is designed for students with at least one year of dance training. It is expected that by the end of the course, students will have a greater knowledge of dance and dance terminology and an increased ability to perform set choreography. Primarily a studio course; some related reading assigned.

Credit 2 units.

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**L29 Dance 296. Internship**

Students may receive up to 3 units of credit for an approved internship with an organization where the primary objective is to obtain professional experience outside the classroom. Students must file a Learning Agreement with the Career Center, a faculty sponsor and the site supervisor. This must be approved by all three constituencies before proceeding. A final written project is agreed upon between the student and faculty sponsor before work begins, and is evaluated by the faculty sponsor at the end of the internship.

Credit variable, maximum 3 units. A&S: LA

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**L29 Dance 297. Fundamentals of Jazz Dance**

This course introduces the basic principles and vocabulary of traditional jazz dance as influenced by American social dances and its relationship to the rise in popularity of jazz music. Both are unique to America and are rooted in African-American and European-American culture. Prerequisite: one year of training in ballet technique or modern dance.

Credit 2 units. A&S: LA BU: HUM

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**L29 Dance 300. Jazz Dance II**

Intermediate-advanced 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 1 unit. A&S: LA BU: HUM

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**L29 Dance 301. Theory and Technique of Modern Dance III**

Technique and related concepts for the intermediate-level student. Greater emphasis on the ability to accurately replicate or individually interpret choreographic material. Related reading and video assignments on contemporary dance developments and attendance at two to three performances required. Variable content; may be repeated for credit in a subsequent semester. Prerequisites: Dance 202 and permission of the instructor.

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

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**L29 Dance 3021. Theory and Technique of Modern Dance IV**

Continuation of Dance 301. Variable content; may be repeated for credit in a subsequent semester. Prerequisites: Dance 301 and permission of instructor.

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

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**L29 Dance 303. Composition II**

A workshop for students with experience in choreography. Study of approaches to dance composition with related improvisation problems. Work outside of studio hours expected. Prerequisites: Dance 203 or 208 and permission of the instructor; concurrent registration in a technique course required.

Credit 3 units. A&S: LA

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**L29 Dance 305Z. Music Resources for Dance**

Analysis of Western (Europe, America), World (Africa, India, Indonesia) and global popular musics. Emphasis on rhythm/form, style/genre, instrumentation, and function/context. Basic music theory: notation, time signatures, subdivisions and polyrhythms. Major composers for dance (Lully, Tchaikovsky, Debussy, Ravel, Stravinsky, Cage, etc.) Introduction to percussion techniques for dance accompaniment using hand drums, drumset and hand-held instruments. Introduction to basic studio techniques including



microphones, recording and editing equipment, and the use of synthesizer and drum machines. Prerequisite: for dance students at the intermediate or advanced level.

Credit 2 units. A&S: LA BU: HUM

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#### **L29 Dance 307. Costume Design and History**

Same as Drama 307

Credit 3 units. A&S: LA FA: AH

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#### **L29 Dance 308. Dance Composition Projects**

Choreography juried by dance faculty or supervised choreography on themes assigned by the instructor or formulated by the student and approved by the instructor. Prerequisite: minimum of one semester course work in composition or permission of the instructor.

Credit variable, maximum 3 units. A&S: LA

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#### **L29 Dance 309. Composition and Technique II**

Continuing work in dance composition supported by two technique classes each week at the level appropriate to the individual student. Work on composition assignments outside of class are expected. Prerequisite: Dance 201, Dance 203 or permission of instructor.

Credit 4 units. A&S: LA BU: HUM

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#### **L29 Dance 310. Dance Improvisation II**

Continuation of Dance 213. Prerequisites: Dance 213 or permission of instructor; concurrent registration in a dance technique course at the 300 level or higher is required. May be repeated once for credit.

Credit 1 unit. A&S: LA BU: HUM

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#### **L29 Dance 311. Modern Dance and the African-American Legacy**

This course examines the works of several African-American choreographers and their contributions to the field of modern dance in America. These works, considered modern classics, depict important historical events and reveal cultural influences that people of African descent have impressed upon our society. Through the medium of dance aided by discussions, video and class reading assignments, the choreographers' works are analyzed for form, content and social relevance. Studio work includes technique to support learning the repertory. Prerequisite: one to two years training in modern, jazz or ballet.

Credit 2 units. A&S: LA BU: HUM FA: AH

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#### **L29 Dance 312. Accompaniment Techniques for Dance**

A wide variety of percussion instruments and techniques are studied to determine what makes effective dance accompaniment. The course includes: examples and discussion of dance musics from Western and non-Western cultures; basic notation of rhythm and form; demonstrations of musical styles and discussion of

social contexts. Students have opportunities to assist in accompanying modern dance classes. Minimum of two to three hours a week of individual practice and/or listening to recordings expected.

Credit 2 units. A&S: LA

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#### **L29 Dance 315. Dance Spectrum**

Introductory consideration of dance as a human activity with culturally specific forms and functions. The course material is multicultural and organized both thematically and chronologically. Topics include: dance as ritual and art; dance and politics; dance as reflection and subversion of gender norms; classical Asian dance forms; and a brief overview of the development of Euro-American theatrical dancing, especially ballet and modern dance. Seminar format with emphasis on discussion based on reading and extensive video materials.

Credit 3 units. A&S: TH, CD

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#### **L29 Dance 316E. From Romantic to Postmodern Dance**

An overview of European and American theater dance from the late 19th century to the present. Topics include: Isadora Duncan's work as transition and revolution; Orientalism in early modern dance and the Diaghilev Ballet 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 extensive reading and dance videos.

Credit 3 units. A&S: TH FA: AH

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#### **L29 Dance 319. Stage Lighting**

Same as Drama 310

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

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#### **L29 Dance 321. Classical Ballet: Intermediate I**

A course designed for those with a solid foundation in the fundamentals of ballet technique. Related reading and video assignments; attendance at one to two ballet performances. Variable content; may be repeated in a subsequent semester. Prerequisites: permission of the instructor and B+ or better in Dance 221 and 222.

Credit 2 units. A&S: LA BU: HUM

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#### **L29 Dance 3221. Classical Ballet: Intermediate II**

Special emphasis on the development of adagio, allegro and turn sequences. Variable content; may be repeated in a subsequent semester. Prerequisites: permission of instructor and B+ or better in Dance 221 and 222.

Credit 2 units. A&S: LA BU: HUM

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#### **L29 Dance 323. Topics in Theater**

Same as Drama 321

Credit 3 units. A&S: LA

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### **L29 Dance 327. Ivory Coast Dance**

A West African dance course specifically focused on the Ivorian dance traditions of the Baule, Bete, Dan, Lobi, Malinke and Senufo peoples. Students learn the drum rhythms and cultural background of the dances. A studio course with related reading material. Previous training in West African dance recommended.

Credit 2 units. A&S: LA

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### **L29 Dance 328. Contemporary Dance and the Michio Ito Method**

Primarily a studio course of classes combining contemporary modern dance technique, some balletic barre work, and instruction in the Michio Ito method. Inspired by elements in his own training at the Dalcroze Institute, Ito preceded Martha Graham in developing a systematized approach to modern dance that reflected the artist's individual aesthetic preferences and that played a role in his choreography. The course examines similarities and contrasts between contemporary modern dance training and the Ito method, which emphasizes development of musicality, coordination and performing presence. Some reading and video material and one final project with both written and movement components. Prerequisite: upper-level placement in modern dance, ballet or jazz.

Credit 2 units. A&S: LA

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### **L29 Dance 329. Contemporary Dance Development in Asia: Aesthetic and Identity**

This class is designed for all levels of undergraduate students. The class provides students with an outline and historical background of contemporary dance development in Asia. The course covers dances from India, Japan, Korea and Southeast Asia, as well as China, Hong Kong and Taiwan. Students read and discuss the issues of identity and aesthetic of contemporary dance and also examine these issues through theories of cultural study, post-colonialism, diaspora, essays on various performances, and dance works related to the topics. This class also helps students get a better understanding of the Asian dance community in the postmodern and globalized world through lectures, observations, demonstrations, practices and discussions. Ideally, students leave this course with a general knowledge of contemporary dance history and the most updated information on these Asian countries.

Credit 3 units. A&S: TH

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### **L29 Dance 332. MindBody: 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 physiological, bodily underpinnings of thought. Like a person learning to play a musical instrument, one's ability to coordinate the mental and physical aspects of Self toward one's best personal potential is a skill requiring study of strategies and techniques for good practice in "being well." Such ideas and methods are not "new age," but can be traced back through more than a century in the work of investigators such as F.M. Alexander, progressive educator John Dewey, anthropologist Raymond Dart, and many others. Through direct experience and related readings, this class introduces students to "somatic," or "integral" practices — activities that are inherently more effective at developing the aspects of Self in a coordinated and authentically holistic manner. We then learn to apply our understanding to all kinds of activities, both mental and physical, from chores to exercise, from arts to sports, from hobbies to vocations. Some kind of prior movement training (e.g., athletics, martial arts, dance, etc.) is preferable, but not required.

Credit 2 units. A&S: LA

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### **L29 Dance 340. Ballet as Ethnic Dance and Classical Art**

This course examines the origins and major developments in ballet theory, technique and production practice, emphasizing their relationship to concepts of ethnicity and classicism. Issues considered include: the influence of classic Greco-Roman theater on the themes, aesthetic ideals and theorization of ballet; analysis of ethnic content not only in thematic material but in ballet movement vocabulary and training process; the conscious reformulation in the United States of European ballet as an equally American art form; the expansion of Euro-American "classical ballet" in the work of Balanchine and Tudor; the appropriation of ballet by non-Western countries (such as China and Japan) and its impact on native dance genres; typical construction of the ballet dancer's body and movement, including gender definition, in relationship to a specific ethnic community context. Seminar format with lectures, discussion and video materials. Three five- to seven-page papers and final. No prerequisites.

Credit 3 units. A&S: TH, SD, WI BU: HUM

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### **L29 Dance 360. MADE in France I: Old Paris/New Europe**

Students are introduced to the city's rich artistic history as well as the world of contemporary movement arts in Europe through two weeks of dramaturgical field research in Paris. With a diversified sampling of performances, museum visits and discussions animated by program faculty, students experience hands-on the rich history Paris has on display. Museums visited include the Musée du Louvre, Musée de la Mode et du Costume, Musée d'Orsay, Centre Georges Pompidou, Musée des Arts et Métiers, Musée Cluny and the Rodin Museum. Museums and live performances serve as our main "books" for this intensive hands-on course. Museum visits and performances are supplemented by readings and assignments on a chosen theme and performance history; and regular seminars with the specific aim of investigating

a variety of dramaturgical approaches that contemporary European directors employ when considering the use of objects, props, costume design, sound design, lighting design and movement. Additionally, students attend several contemporary dance theater performances.

Credit 3 units. A&S: LA

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**L29 Dance 361. MADE in France II : Choreography and Construction Collaborations**

Continuing upon the field research carried out in Paris, student work groups begin to concretize their creative projects at a rural retreat center for artists in Burgundy, France. Beginning with a day of intensive introduction to design and construction principles in accordance with the program theme, the design faculty helps students prepare for the "Imagination Fair" presentations that mark the midway point and serve to launch each group's creative process collaboration in M elisey. After these presentations, students get to work on realizing their choreography and construction projects: the collaborative creation of dances (solos, duos and trios) using a variety of found objects, props, costumes and/or instruments created by dancers and designers for the final production. Each year, in addition to the U.S. teaching faculty, a number of European artists active in their profession offer valuable master classes that coincide with the program theme and help prepare students for their final projects. Work hours are interspersed with French-language meals during which students are encouraged to speak French with the host family and with their peers and teachers. Additional field trips are organized to introduce students to the rich cultural and agricultural heritage of the Burgundy region. Prerequisites: Dance 360 Made in France I: Old Paris/New Europe.

Credit 3 units. A&S: LA

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**L29 Dance 372. Advanced American Musical Theater**

Same as Drama 372

Credit 3 units. A&S: LA

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**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 to be determined in each case.

Credit variable, maximum 3 units. A&S: LA

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**L29 Dance 401. Theory and Technique of Modern Dance V**

Emphasis on versatility in movement vocabulary and on more complex and intensive technical work with discussion of theory inherent in the studio work. Related reading and projects. Variable content; may be repeated for credit in a subsequent semester. Prerequisite: Dance 302 or permission of the instructor.

Credit 3 units. A&S: LA

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**L29 Dance 4021. Theory and Technique of Modern Dance VI**

Continuation of Dance 401 with emphasis on more complex and intensive technical work. Variable content; may be repeated for credit in a subsequent semester. Prerequisites: Dance 401 and permission of the instructor.

Credit 3 units. A&S: LA

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**L29 Dance 404. Composition IV**

The exploration of choreographic problems in small and large groups. Prerequisite: completion of Dance 303, senior standing or permission of instructor; concurrent registration in Dance 401 or 4021 recommended.

Credit variable, maximum 3 units.

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**L29 Dance 4041. Composition III: Made in France**

The exploration of choreographic problems for small and large groups. Prerequisites: senior standing or permission of instructor; previous registration in Dance 401 or 4021 recommended.

Credit variable, maximum 3 units. A&S: LA

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**L29 Dance 414. Advanced Stage Lighting**

Same as Drama 410

Credit 3 units. A&S: LA

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**L29 Dance 415. High Intermediate Ballet I**

A course designed as preparation for the advanced level. Emphasis on vocabulary review and individual technique assessment, including placement, movement quality and musicality. Related readings and video assignments; attendance at and critical analysis of one to two ballet performances. Variable content; may be repeated in a subsequent semester. Prerequisite: permission of instructor.

Credit 2 units. A&S: LA

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**L29 Dance 416. High Intermediate Ballet II**

A course designed for the high intermediate dancer in preparation for Dance 4281/429. Emphasis on placement, movement quality and musicality. Related readings and projects supplement the classical vocabulary. Prerequisites: B+ or better in 221, 222, 321, 322 and/or permission of instructor.

Credit 2 units. A&S: LA

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**L29 Dance 418. Variations in the Ballet**

Introduces classical choreography within various ballets. Prerequisites: Dance 321 or 4281 with some pointe training, and permission of instructor.

Credit 1 unit. A&S: LA

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**L29 Dance 423. Pointe Technique**

Designed for dancers with a basic foundation in pointe work. Variable content; may be repeated for credit in a subsequent semester. Prerequisites: concurrent registration in Dance 321 or 4281, and permission of instructor.

Credit 1 unit. A&S: LA

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**L29 Dance 424. Pointe Technique**

Designed for dancers with a basic foundation in pointe work. Prerequisites: concurrent registration in Dance 321, 322, 4281 or 4291, and permission of instructor.

Credit 1 unit. A&S: LA

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**L29 Dance 4281. Classical Ballet III**

Designed for dancers with a solid foundation in beginning and intermediate ballet technique. Related reading, research paper/discussion, video assignments; attendance at one to two ballet performances. Variable content; may be repeated for credit in a subsequent semester. Prerequisites: permission of instructor and B+ or better in Dance 3221 and 415 or 416.

Credit 2 units. A&S: LA

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**L29 Dance 4291. Classical Ballet IV**

A course designed for dancers with a solid foundation in beginning and intermediate ballet technique. Variable content; may be repeated for credit in a subsequent semester. Prerequisites: permission of instructor and B+ or better in 3221 and 416.

Credit 2 units. A&S: LA

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**L29 Dance 430. Dance Pedagogy**

Introduction to the theory and methods of dance instruction. Primarily focused on teaching modern dance but may also be useful for those interested in teaching ballet or jazz dance. Course work includes readings and discussion of the objectives, components, and organization of a dance class; an introduction to musical terminology and rhythmic analysis; assignments to formulate components and plan classes; ultimately, supervised teaching of entire classes to others in the course. Prerequisites: minimum of two semesters of upper-level course work in dance technique.

Credit 2 units. A&S: TH

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**L29 Dance 435. Creative Movement for the Elementary Grades**

This class offers methods for group and individual exploration in movement and discovers its creative possibilities in and out of the classroom. Teachers in the arts, sciences, language and phys-

ical education as well as parents, gather tools to expand the horizons of kinesthetic experience; experiment with concepts of time, space, weight and energy; and integrate a physical component into classroom projects for the elementary grades in an effort to teach the whole student. This is an experiential class; please wear clothes allowing freedom of movement.

Credit 2 units.

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**L29 Dance 457. Dance Repertory**

Under the direction of an experienced choreographer, students rehearse and perfect repertory concert dances. All students perform or understudy the choreographies. May be repeated for credit. Enrollment by audition. Prerequisite: concurrent registration in a technique class required.

Credit 1 unit. A&S: LA

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**L29 Dance 458. Dance Repertory**

Under the direction of an experienced choreographer, students rehearse and perfect repertory concert dances. May be repeated once for credit. Enrollment by audition. Concurrent registration in a technique class is required.

Credit 1 unit. A&S: LA

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**L29 Dance 479. Fundamentals of Sound Design**

Same as Drama 479

Credit 3 units. A&S: LA

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**L29 Dance 493. Senior Project**

Specialized project in a selected area in dance. The student works individually under the supervision of a faculty member. Prerequisite: permission of the coordinator of the Dance Division.

Credit variable, maximum 3 units.

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**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 average of 3.5 and 3.5 in dance classes; and permission of the coordinator of the dance division.

Credit variable, maximum 6 units.

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## Arts & Sciences: Drama

You may select drama as a major through the Performing Arts Department. This major combines the historical, cultural, and literary study of theater and performance with a full array of courses regarding theatrical production, including acting, directing, performance art, design (set, costume, lighting, sound), and playwriting. The Performing Arts Department strongly believes in the mutually beneficial relationship between the study and the practice of theater. A major in drama provides an academically rigorous course of study—with a strong grounding in theater history, dramatic literature, performance studies, and dramatic theory—that also develops students' knowledge of theater by means of practice.

The rigorous three-semester theater culture studies sequence provides a solid background in history, literature, and performance, and students take an additional three courses in theater and performance studies. Within theater arts, students with their advisers may design their own course of study or be guided by diverse “paths” of study in acting, directing, playwriting, or design. Our theater arts courses, regularly drawing from exemplars such as Shakespeare, Chekhov, and Beckett, are based on a liberal arts, rather than a conservatory model.

For a list of affiliated faculty, please see the Performing Arts faculty page.

### The Major in Drama

**Total units required:** 39. The major requires six courses in theater/performance studies and seven courses in theater arts.

**Theater and Performance Studies:** A minimum of six theater and performance studies courses must be taken for the major. The specific requirements are:

- Three courses, taken in order, in the Theater Culture Studies sequence:
  - Theater Culture Studies I (Drama 228. Antiquity to Early Renaissance)
  - Theater Culture Studies II (Drama 229. Baroque to Romanticism)
  - Theater Culture Studies III (Drama 365. Melodrama to Modernism)
- Two electives, including courses in non-Western/minority theater, theory, and performance studies. It is strongly recommended that one of these two courses be a writing-intensive course taken in the junior year.
- A 400-level senior seminar, culminating in a major research project. This normally will be taken in the fall semester of the senior year.

**Theater Arts:** Seven courses required.

- All majors must take Drama 212 Introduction to Theater Production
- All majors must take either Acting I or a design course (Drama 311. Scenic Design; Drama 310. Lighting Design; Drama 307. Costume Design).
- For the five remaining courses students may choose from four suggested pathways, or with the help of an adviser, students may develop their own pathway within the major:

#### **Directing Path**

Drama 341. Acting II  
Drama 343. Fundamentals of Directing  
Drama 403. Dramaturgical Workshop  
Drama 444. Directing II  
Drama 227/EComp 224. Playwriting; or advanced design course

#### **Acting Path**

Drama 341. Acting II  
Drama 314. Voice and Speech or Drama 340. Topics in Stage Movement  
Drama 343. Fundamentals of Directing  
Drama 342. Acting III  
Drama 440. Acting IV

#### **Playwriting Path**

Drama 227/EComp 224. Playwriting  
Drama 473. Advanced Playwriting  
Drama 403. Dramaturgical Workshop  
Drama 343. Fundamentals of Directing  
Drama 4990 or 4995. Independent study or Drama 505. Playwright's Workshop

#### **Design Path**

A second Introduction to Design course  
Two electives  
Drama 343. Fundamentals of Directing or Drama 460. The Creative Impulse  
Advanced design course

### Additional Information

Students who declared a major before November 5, 2009 are responsible for completing the previous set of requirements. Please contact the department.

**Study Abroad:** 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 three-unit course on the textual, historical, and cultural study of Shakespeare; a three-unit course on acting



Shakespeare (with particular attention to acting on the Globe stage); master classes taught by Globe personnel; play going in London and Stratford; and more.

## The Minor in Drama

**Units required:** 18

### Required courses:

Drama 212E. Introduction to Play Production

6 units from the Theater Culture Studies Sequence:

Drama 228C. Theater Culture Studies I

Drama 229C. Theater Culture Studies II

Drama 365C. Theater Culture Studies III

### Elective courses:

At least 9 credit units at the 300 level or above in areas of dramatic literature, technical theater or performance. 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, see the Performing Arts page.

### L15 Drama 115. Freshman Seminar: What is Art?

Credit 3 units. A&S: LA

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### 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.

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### L15 Drama 2001. Acting

Independent study.

Credit variable, maximum 3 units.

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### L15 Drama 2002. Directing

Independent study.

Credit variable, maximum 3 units.

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### L15 Drama 2003. Technical Theater

Independent study.

Credit variable, maximum 3 units.

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### L15 Drama 2004. Voice, Speech

Independent study.

Credit variable, maximum 3 units.

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### L15 Drama 2005. Literature, Theory, Criticism

Independent study.

Credit variable, maximum 3 units.

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### L15 Drama 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 Theater Ovations series and the Performing Arts Department.

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

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### L15 Drama 214. Public Speaking: Embodied Communication

The ability to speak well and to communicate effectively in the public forum is an essential skill for all students. This course aims to offer a comprehensive and wide-ranging approach to developing the skills of the contemporary speaker. While acknowledging and utilizing traditional approaches to public speaking, this course expands its reach to include applicable techniques from the world of the Performing Arts — especially theater and dance. The course does not intend to train the student as a dancer or actor, but it maintains that the successful speaker would do well to harness some of the transferable skill sets from these disciplines. The speaker, like the performer, must stand before an audience with an objective to communicate something well. Both should be dedicated advocates for the message. They share the common ground of requiring a strong voice for a sure delivery of the material, and an expressive physicality willing to fully embody and serve the message.

Credit 3 units. A&S: LA

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### L15 Drama 2151. Introduction to Comparative Practice I

Credit 3 units.

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### L15 Drama 216C. Introduction to Comparative Practice II: Politics in 20th-Century Theater

Credit 3 units. A&S: TH FA: Lit

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### L15 Drama 221. Topics in Theater: Introduction to American Musical Theater

Students are taught basic interpretation of musical theater repertoire. The student learn to analyze and perform songs with regard to melody and musical form. Acting techniques are devel-



oped through lyric interpretation. Students also are introduced to basic audition practice and etiquette. Prerequisite: permission of instructor, \$25 lab fee.

Credit 2 units. A&S: LA BU: HUM FA: AH

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#### **L15 Drama 223. Cross-Cultural Women Playwrights**

This course provides an introductory survey of the work of African-American, Caribbean-American, Asian-American and Native American women playwrights. We explore the playwrights' strategies for creating work that is by turns beautiful, fascinating, humorous, moving and occasionally terrifying as they chart for contemporary theater the intersection of race and gender in performative terms. Playwrights addressed include Adrienne Kennedy, Ntozake Shange, Suzan-Lori Parks, Anna Deavere Smith, Diana Son, Jessica Hagedorn, Cherie Moraga, Wakako Yamauchi, Migdalia Cruz, Spiderwoman Theatre, Marga Gomez and Velina Hasu Houston.

Credit 3 units. A&S: TH, SD BU: BA FA: AH, Lit

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#### **L15 Drama 227. Playwriting**

Same as E Comp 224

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

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#### **L15 Drama 228C. Theater Culture Studies I: Antiquity to Medieval**

Required for the drama major. This course takes a performance-centered view of ancient, medieval and early Renaissance theater, as we examine theatrical performance in various historical and cultural contexts. We carefully study dramatic texts written by Aeschylus, Sophocles, Euripides, Aristophanes, Plautus, Marlowe, Shakespeare and Jonson, and we also examine the collaborative theaters of the medieval period (e.g., the Corpus Christi play) and the Italian Renaissance (the commedia dell'arte). With a particular emphasis on ancient Greek theatrical performance, we also study the roles of music, dance, costumes, masks, props, space, theater architecture, the actor-audience relationship and other phenomena. Whereas no previous acting or technical theatrical experience is required to take the course, we use theatrical performance and production to help us better understand these older, but still quite vital, forms of theater. Particular emphasis is given to acting and moving with masks (central to both ancient Greek theater and the commedia dell'arte). In addition to several written assignments, small groups are assigned the task of researching, reconstructing and performing a lost ancient Greek play based on surviving fragments. This course should be taken before Theater Culture Studies II.

Credit 3 units. A&S: TH BU: HUM FA: AH

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#### **L15 Drama 229C. Theater Culture Studies II: From Renaissance to Romanticism**

The second course in an interdisciplinary, three-semester sequence that examines Western and non-Western dramatic literature and theater history from its known origins to the present. Students engage plays, treatises, architecture and other primary sources along with select secondary literature on this important period in the formation of theatrical modernism. Course covers theaters of the Baroque, the Spanish Golden Age, the French neoclassical period, the English restoration, 18th-century middle-class drama, the German Romantic period and Edo Japan.

Credit 3 units. A&S: TH BU: HUM FA: AH

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#### **L15 Drama 230. Topics in Theater**

Explores a variety of special interest topics in theater not included in the Theater Culture Studies sequence. Consult the Course Listings.

Credit 3 units. A&S: LA

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#### **L15 Drama 232. Freshman Seminar: Theater of War**

War, in its accumulated horrors and victory marches, its drumbeats and screams of the innocent, is something common to all civilizations past and present. However gruesome and senseless war itself may be, the study of artistic responses to war reveals much about the past and about ourselves. This freshman seminar examines artistic responses to war from ancient Greece (Euripides, Aristophanes) through the Vietnam conflict of the 1960s, right up to contemporary theatrical treatments of the present-day war in Iraq. As part of our examination of war onstage, we take special note of the Performing Arts Department's production of Brecht's *Mother Courage*, one of the 20th century's greatest anti-war plays. Because one of our ongoing themes is the relationship between art and propaganda, we broaden our discourse to include the other arts: film, journalism and painting, including poster art and cartoons as well as masterpieces such as Picasso's "Guernica."

Credit 3 units. A&S: TH

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#### **L15 Drama 239. Performance and Culture**

What does putting on a play have to do with having a wedding? What's the difference between St. Louis sports fans and primates and the St. Louis Zoo? What does the "Mr. WashU" pageant say about the Washington University community? How is a dance concert like a Native American Pow Wow? In this course we explore the vocabulary and concepts of performance studies to address these and other questions. We bring the vital lens of performance to focus on an array of cultural activities through readings, field trips and activities. Three short essays, a mid-term and a take-home final are required.

Credit 3 units. A&S: LA BU: BA

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**L15 Drama 240E. Acting I**

This course offers an opportunity to investigate the nature of the theater by way of performance. Students study a variety of theatrical texts in the most direct and experiential way, by acting in them. The course is designed for those who want to understand the interpretive work of the actor. Students are introduced to the practical work of building a character for the stage, and they also gain an understanding of how dramatic texts work both on the page and on the stage. Textual analysis, movement work, and vocal production skills are developed using monologues, scene work, and exercises. These skills also should provide significant benefits outside the confines of the class itself, in the professional and personal lives of the students taking this class.

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

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**L15 Drama 2503. Introduction to Performance Art**

The focus of this course is on the history, theory and practice of performance art and performance theater. The class engages in exercises that generate text, movement, sound and performance scores. Students create original performances that incorporate contemporary critical concepts. Performance production is supplemented by readings and videos that introduce the history and theory of experimental performance and work by specific performance artists.

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

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**L15 Drama 257. Dance Theater Production**

Same as Dance 257

Credit 1 unit. A&S: LA BU: HUM

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**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.

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**L15 Drama 300. Production Practicum**

Practicum experience in technical theater. Available positions include stage manager; publicist; assistant designer for costumes, scenery or lighting; or crew head of props, sound and makeup design.

Credit variable, maximum 2 units.

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**L15 Drama 304. Make-Up for the Stage**

Introduction to techniques for the alteration of the face through makeup to create convincing illusions of character. Individualized selection and personal application of makeup appropriate to the actor's face. Students are required to purchase a makeup kit.

Credit 2 units. A&S: LA

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**L15 Drama 307. Stage Costumes: Prehistoric to 1800**

Basic presentation of costume design from conception through final renderings, development of drawing and painting techniques for the costume plate, and the history of stage costume in the principal periods and styles of drama from prehistoric periods through 1800.

Credit 3 units. A&S: LA FA: AH

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**L15 Drama 3071. 19th- and 20th-Century Costume Design and History II**

Basic presentation of costume design from initial conception through final renderings. Development of drawing and painting techniques on design projects taken from plays set in the 19th and 20th centuries. History of costume and fashion silhouette are illuminated through slide and video presentation of primary and secondary source materials.

Credit 3 units. A&S: TH FA: AH

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**L15 Drama 309. Stage Technology**

Practical study of technical theater procedures and scene shop; production techniques. Course outline includes lectures, demonstrations of equipment, production assignments and research-oriented project work. Prerequisite: Drama 212E or permission of instructor.

Credit 3 units. A&S: LA

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**L15 Drama 310. Stage Lighting**

This course places an emphasis in the aesthetic practice of lighting design through the understanding of technology as it relates to time and space. Early on the student learns how to properly use and apply designer's tools and then through reading, research and experimentation explore the limitless boundaries of color and texture. This culminates in a stage design in collaboration with directing or dance class. Upon completion of the course, the student is able to speak eloquently on design theory and be able to move on to further design study in Drama 410 Advanced Lighting Design.

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

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**L15 Drama 311M. Scene Design**

An introduction to the process of scene design, as it relates to aesthetics, dramatic literature, collaboration and production. Projects involve design conceptualization, documentation, graphics, and realization. Prerequisite: Drama 212E or permission of instructor.

Credit 3 units. A&S: LA

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**L15 Drama 314. Voice-Speech Laboratory**

Fundamentals of speech for the stage, approached through Kristin Linklater's technique of freeing the natural voice. Concentration on breath support, resonance, articulation, and speech as an expression of an individual's needs. Preference given to majors.

Credit 3 units. A&S: LA

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**L15 Drama 3201. Concepts in Theater Architecture and Performance Space**

Can a cloakroom or a stairwell become a theater? How do site and placement affect the meaning potential of performance? How does contemporary environmental staging conjure a world different from that of the modern box set, the baroque perspective stage or Shakespeare's Globe? We engage such questions by drawing on theory, history and hands-on creation to examine historical, actual and potential performance spaces. Readings in architectural and dramatic theory, theater history, performance studies and philosophy provide both a critical descriptive vocabulary and a conceptual repertoire for use in creative class assignments — both informing students' investigations of actual theaters or other performance — ready spaces and provoking their creation of experimental performance spaces. Readings cover semiotic, materialist and situationist approaches to space, as well as concepts including site specificity, space vs. place, framing, perspective, miniature, the door, the curtain, the cloakroom and the monument.

Credit 3 units. A&S: TH

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**L15 Drama 321. Topics in Theater**

Explores a variety of special interest topics in theater. Consult the Course Listings.

Credit 3 units. A&S: LA

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**L15 Drama 3212. Topics in Theater: Management for the Theater**

A practical approach to the study of theater management focusing on organizational skills. This class is centered on the training required to effectively stage manage a theatrical production with additional training in the field of production management. Workshops, lectures, discussion and guest speakers cover the pre-production, rehearsal and performance periods; labor rela-

tions/performing arts unions; career opportunities; and supporting the vision of the artistic team. Prerequisites: Drama 212, Drama 240.

Credit 3 units. A&S: TH

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**L15 Drama 3221. Traditions of Italian Theater**

Same as Ital 322

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

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**L15 Drama 323. Topics in American Drama**

A rotating topics course on various subjects relating to the history and theatrical practice of modern American drama.

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

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**L15 Drama 3301. Performing Gender**

Same as WGSS 3401

Credit 3 units. A&S: LA, SD BU: BA

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**L15 Drama 331C. Tragedy**

Same as Comp Lit 331C

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L15 Drama 332. Comedy**

Same as Classics 386

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L15 Drama 338. Physical Theater: An Exploration of Viewpoints and Suzuki Training**

In this course students study two very different but complementary styles of movement training. Developed by the Saratoga International Theatre Institute, this method of actor training combines the improvisational exploration of time and space through "Viewpoints" with the rigid structure and physical demands of the Suzuki method. This combined approach is designed to develop heightened awareness and acute focus in the performer. In addition, it fosters greater impulsiveness and freedom in the moment while maintaining discipline and control. Students gain flexibility and strength and enhance their creative potential by balancing these seemingly opposing methods. Prerequisite: Drama 341 Acting II or Dance 106E Introduction to Dance as a Contemporary Art Form. Credit 3 units. A&S: LA

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**L15 Drama 340. Topics in Stage Movement**

Exploration of a variety of theatrical and movement concepts with emphasis on process rather than product. Concentrates on developing the expressive flexibility of the body and linking the imaginative impulse with physical movement. Preliminary work in relaxation and efficient self-use. Prerequisite: Drama 240E or permission of instructor.

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

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**L15 Drama 341. Acting II**

Fundamental scene study using texts with emphasis on integration of voice and body and the playing of actions. Students are encouraged to precede this course with Drama 207C. Prerequisite: Drama 240E. Preference given to majors.

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

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**L15 Drama 342. Acting III**

Emphasis on characterization while working with a diversity of playwrighting styles. Prerequisites: Drama 341, either Drama 207C or 208C, and permission of instructor.

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

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**L15 Drama 343. Fundamentals of Directing**

The process of play directing from the selection of a script through production. Prerequisites: Drama 212E and 240E and permission of instructor. Preference given to Drama majors.

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

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**L15 Drama 347. Shakespeare Globe Program: Acting**

This Acting Shakespeare course is paired with Drama 3472 as part of a four-week summer intensive program held at the Shakespeare's Globe Education Centre in London. This course, as well as the companion Text and History course (Drama 3472), is taught by a Washington University faculty member, and the program also draws heavily on British theater professionals and educators from Globe Education, who teach a set of short courses on movement, voice, textual analysis, historical context, monologue performance and stage combat. Frequent access to the Globe stage allows actors to work in a spatial configuration very similar to that once used by Shakespeare's company itself. The course culminates with performances of scenes and monologues on the Globe stage. Application process must initiate through the Performing Arts Department office.

Credit 3 units. A&S: LA

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**L15 Drama 3472. Shakespeare's Birthplace and Workplace: Text and History**

A companion to Drama 347, Acting Shakespeare, this course on the textual, cultural and historical dimensions of Shakespeare's work takes place at the Globe Education Centre in London, including a three-day trip to Stratford-upon-Avon; viewings of seven plays at Shakespeare's Globe, other London theaters and the Royal Shakespeare Theatre in Stratford; and visits to sites in London such as the National Gallery and the British Library. The course is based on close readings of the plays seen by the class in London and Stratford, with special attention to speaking and understanding Shakespeare's language (meter, figurative language, rhetoric, etc.). The course also examines historical and cultural pressures on Shakespeare's plays, with the rich cultural memories of London continually evoked.

Credit 3 units.

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**L15 Drama 3491. Media Cultures**

Same as Film 349

Credit 3 units. A&S: TH BU: BA

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**L15 Drama 361. Stage Management**

A practical approach to the study of theater stage management focusing on organizational and communication skills. Workshops, lectures and discussion; guest speakers and field trips covering the pre-production, rehearsal and performance periods; labor relations/performing arts unions; career opportunities; and supporting the vision of the artistic team. Prerequisites: Drama 212E and Drama 240E.

Credit 3 units. A&S: LA

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**L15 Drama 365C. Theater Culture Studies III: Melodrama to Modernism**

The third of three historical survey courses in theater and performance studies, this course traces the origins of the modern theater. Beginning with Romanticism's self-conscious break with the past, we study the rise of bourgeois melodrama with its intensely emotional rendering of character and spectacular visual effects. We consider how those effects were made possible by advances in industrial stage technology that reproduced the everyday world with unprecedented realism, and how playwrights responded to those technologies by calling for the theater to become either a "total work of art" that plunged its spectators into a mythical realm, or a petri dish that analytically presented the struggles of the modern individual within his or her modern milieu. Exploring a range of aesthetic modes (including melodrama, Realism, Naturalism, Aestheticism, Symbolism, Expressionism, the Epic theater and the Theatre of the Absurd), we read classic plays by modern playwrights such as Ibsen, Chekhov, Shaw, Pirandello, Brecht and Beckett to consider how the modern theater helped its audiences understand as well as adapt to the rapidly changing conditions of modernity.

Credit 3 units. A&S: TH BU: ETH FA: Lit, SSP

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**L15 Drama 367. Introduction to Drafting for the Theater**

This course provides the student with a basic understanding of all of the various types of technical drawings needed to successfully execute a scenic design. Throughout the course the student masters all the technical and aesthetic skills needed to produce clean and effective draftings for the theater. In order to successfully complete this class, the student is required to purchase a drafting board and related drafting materials.

Credit variable, maximum 3 units. A&S: LA

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**L15 Drama 368. Black Theater Workshop III**

A performance-oriented course that explores the black experience through acting, directing and playwriting. Students do short performances during the semester. They also are required to attend three to five plays. Each student must participate in a final performance in lieu of a written final examination.

Credit 3 units. A&S: LA, SD BU: HUM

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**L15 Drama 372. Advanced American Musical Theater**

This course focuses on developing the acting, singing and dancing techniques required for performing in musical theater. The student develops group pieces and participates in scenes that explore character within a musical theater context. The class culminates in a workshop performance. Prerequisites: Drama 221 and permission of instructor, by audition.

Credit 3 units. A&S: LA

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**L15 Drama 373. Issues in Theater and Performance Studies**

Explores a variety of special interest topics in theater and performance studies. Consult the Course Listings.

Credit 3 units. A&S: LA, WI

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**L15 Drama 374. Theories of Modern Drama**

What makes modern drama "modern?" How does it differ from the drama of other cultural movements? When does the modern period begin? This course takes up such fundamental questions in order to examine not only the influential plays that have come to define the "canon" of modern drama, but the various theories that have been proposed as a way of understanding them in relation to the history of Western culture. From Friedrich Nietzsche's *The Birth of Tragedy* to Walter Benjamin's thesis on the Trauerspiel to Emile Zola's *Manifesto on Naturalism* in the theater, we start by considering when modern drama begins and what constitutes its defining features. With such provisional definitions in place, we then engage the responses of fellow modernists such as Richard Wagner, William Archer, T.S. Eliot, Bertolt Brecht, Georg Lukacs and Theodor Adorno. We also consider whether so-called post-modern drama has broken with the modern period to introduce something altogether new, and how recent debates concerning interculturalism, the ideology of form and performance invite new ways of understanding the cultural function of modern drama and its legacy in our own historical moment.

Credit 3 units. A&S: TH

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**L15 Drama 381. MADE in France I: Old Paris/New Europe**

Same as Dance 360

Credit 3 units. A&S: LA

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**L15 Drama 382. MADE in France II: Choreography and Construction Collaborations**

Same as Dance 361

Credit 3 units. A&S: LA

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**L15 Drama 392E. Greek and Roman Drama**

Same as Classics 392E

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L15 Drama 393. The Tragic Muse**

Same as Classics 393

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

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**L15 Drama 3950. American Musical Film**

Same as Film 359

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

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**L15 Drama 395C. Shakespeare**

Same as E Lit 395C

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L15 Drama 400. Theatrical Rendering for Scenery**

An exploration of media and rendering techniques used for presentation of design ideas in scenery. A variety of stage sets, still lifes and figure drawing are rendered during a two-hour studio format with some additional studio time required. Materials are provided by students.

Credit 3 units. A&S: LA

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**L15 Drama 4001. Computer-Assisted Design for the Theater**

This course is an in-depth study of how computers can assist designers in drafting and rendering processes. Primary study is focused on the program Vectorworks. We fully explore the use of this program in development of scenic and lighting design projects from basic line drawings to fully rendered 3-D images. Other programs covered are Autocad, Google Sketch Up, AG132, Photoshop CS3 and some lighting design previsualization software. Projects are centered on theatrical applications and based on students' imaginations.

Credit 3 units. A&S: LA

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**L15 Drama 4010. Israeli Drama**

Same as MHBR 4010

Credit 3 units. A&S: LA, WI BU: HUM, IS

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**L15 Drama 403. Dramaturgical Workshop**

Laboratory course that investigates the increasingly nontraditional structure of theater in contemporary American drama. Plays read, analyzed and explored in class from the point of view of the future writer, actor, director, designer, critic and enlightened audience, while adhering to the playwright's vision. Prerequisite: Drama 343.

Credit 3 units. A&S: LA

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**L15 Drama 4031. Black and White in American Drama**

Same as E Lit 403



Credit 3 units. A&S: TH FA: Lit

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**L15 Drama 404. Topics for Writers: Beckett**

Same as E Lit 404

Credit 3 units. A&S: LA FA: Lit

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**L15 Drama 409. The Modernist Revolution in the Arts**

This course examines the remarkably influential period between 1890 and 1920 in European and American literature and the arts known as Modernism. Our investigation focuses on major literary and artistic movements, including Naturalism, Impressionism, Symbolism, Dada, Surrealism, Futurism and Expressionism. We examine in detail those literary manifestoes that help to illuminate the periods under discussion, as well as the individual works themselves. In addition, we investigate key figures who resisted being identified with any literary or artistic movement or manifesto. Central to our approach in the course is an interdisciplinary perspective. This is particularly important in cases such as Surrealism and Expressionism, which feature many artists who were themselves "Doppelbegabungen" (doubly gifted) and for whom the specific medium of artistic expression was less important than what was being expressed. Among the key figures whose work is discussed are: Ibsen, Strindberg, Zola, Chekhov, Stein, Hemingway, Artaud, Kafka, Brecht, Joyce, Kokoschka, Schiele, Kandinsky and Picasso.

Credit 3 units. A&S: LA

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**L15 Drama 410. Advanced Stage Lighting**

An advanced-level continuation of Drama 310. Emphasis is placed on design aesthetics and their application in a laboratory setting. Students explore color theory, lightboard programming and design analyses as well as execute a variety of finished projects. These projects cover a wide range of production styles and performance venues. Prerequisite: permission of instructor.

Credit 3 units. A&S: LA

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**L15 Drama 412. Advanced Practicum in Technical Theater**

Independent Study. Intensive practical experience in scenic design building and painting; lighting design and installation; costume design, coordination and construction; makeup; and audio production. Prerequisites: Drama 212E, credits on at least two productions, and permission of staff.

Credit variable, maximum 3 units. A&S: LA

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**L15 Drama 4121. Advanced Practicum in Technical Theater: Scene Painting**

Exploration of the skills and traditions of theatrical scene painting in a laboratory setting. Projects involve color theory, basic surface treatment techniques, representational depiction and advanced problems. Realized paint work on Performing Arts production is part of the course. Prerequisite: permission of instructor.

Credit 3 units. A&S: LA

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**L15 Drama 413. Costume Rendering and Design**

An exploration of media and rendering techniques used in producing an effective costume design. Basic figure drawing, proportion, color, concepts, exaggeration and period style. Drawing and painting materials are provided by student.

Credit 3 units. A&S: LA

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**L15 Drama 416. Period Style and Design History**

Examination of period styles as they relate to theatrical design and history. Study of architecture, furniture, props and costumes from Greek to contemporary periods. Prerequisite: Drama 212E.

Credit 3 units. A&S: TH FA: AH

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**L15 Drama 419. Technical Direction: Stage Rigging**

Practicum experience in the skills of technical direction: budgeting, reading blueprints, stage rigging, time management, problem solving. Prerequisite: Drama 212E or permission of instructor.

Credit 3 units. A&S: LA

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**L15 Drama 421. Costume Construction and Design**

Practical techniques in theatrical costume construction, including patternmaking, cutting and draping, and execution of design concepts. Research and design projects culminate in finished period garments and related accessories. Topics explored include corsetry and foundation garments, millinery, mask making, and dyeing and painting. Prerequisite: Drama 307 or permission of instructor.

Credit 3 units. A&S: LA

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**L15 Drama 422A. Film Stardom, Performance and Fan Culture**

Same as Film 422

Credit 3 units. A&S: LA BU: BA

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**L15 Drama 431. English Drama Exclusive of Shakespeare to 1642**

Same as E Lit 431

Credit 3 units. A&S: TH FA: Lit

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**L15 Drama 432. Topics in Renaissance Drama**

Same as E Lit 432

Credit 3 units. A&S: TH FA: Lit

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**L15 Drama 435. Expressionism in the Arts**

A close study of expressionism as an international phenomenon in the arts, from the anti-naturalist movements of the 1890s to Hitler's condemnation of expressionism as decadent. The evolution of expressionist theater from Wedekind to Toller and Kaiser and such composers as Schoenberg and Berg; in the visual arts, such groups as Der blaue Reiter and Die Brücke, such indepen-



dents as Kokoschka; in cinema, such figures as Pabst, Murnau, Von Sternberg and Lang. Prerequisite: Drama 208E, Drama 336 or permission of instructor.

Credit 3 units. A&S: TH FA: AH

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#### **L15 Drama 436. Seminar in Comparative Drama**

Same as Comp Lit 436

Credit 3 units. A&S: TH FA: Lit

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#### **L15 Drama 440. Acting IV**

Acting IV synthesizes the student's performance training; creative and scholarly writing skills; and knowledge of dramatic literature. The advanced acting student is encouraged to develop and articulate his/her own aesthetic convictions. The course includes intensive solo performance projects, including writing and performing original monologues. Also, significant emphasis is placed on preparing the student for the work of professional acting, including workshops on audition monologues, head shots, résumés and economic issues. In addition, the students become familiar with various American theater cities, the regional theater system, and prominent working theater artists. The course closes with a public performance of the original, scripted and audition material developed over the semester. Prerequisite: Drama 342.

Credit 3 units. A&S: LA

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#### **L15 Drama 444. Directing II: Coaching the Actor**

Further study in the fundamentals of directing. Emphasis on the director's work with actors, designers, and a realized metaphorical concept. Prerequisites: Drama 343 and permission of instructor.

Credit 3 units. A&S: LA

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#### **L15 Drama 445. Seminar**

Rotating upper-level seminar.

Credit 3 units. A&S: LA

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#### **L15 Drama 447. Seminar in Theater History**

Same as Comp Lit 425

Credit 3 units. A&S: TH FA: Lit

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#### **L15 Drama 448. The History of Theater Design**

Survey course covering the history of the performance space and the scenic design elements contained within that space. The visual elements and theater architecture of each period are examined in relationship to the art and technology of the time. Prerequisites: Drama 207C or 208C, and Drama 212E.

Credit 3 units. A&S: TH FA: AH

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#### **L15 Drama 450. Advanced Scene Design**

Advanced projects in scene design including drafting, rendering, model building and conception. Prerequisite: Drama 311M or permission of instructor.

Credit 3 units. A&S: LA

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#### **L15 Drama 451. Topics in Period Style: Baroque Opera and Neoclassical Style**

An exploration of the dynamic interplay between high Baroque culture and the perceived style of the ancient Greeks and Romans. Primary sources used are paintings, sculpture and renderings for Baroque operas, as well as rare artifacts that 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 theater. Projects include: in class presentations and a research paper or fully realized design project.

Credit 3 units. A&S: LA FA: AH

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#### **L15 Drama 451. American Television Genres**

Same as Film 451

Credit 3 units. A&S: TH BU: BA

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#### **L15 Drama 453. American Drama**

Topics in American Drama.

Credit 3 units. A&S: TH FA: Lit

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#### **L15 Drama 455. Practicum in Arts Management**

Assigned work and projects under faculty supervision in Washington University's Edison Theater or off-campus cooperating institutions. Prerequisite: permission of instructor.

Credit variable, maximum 3 units.

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#### **L15 Drama 459. The Filmed Stage Play**

Close textual analyses of stage plays and their film adaptations, examining structural parameters such as space, time point of view, spectator position and performance in the two art forms. Prerequisite: permission of the instructor.

Credit 3 units. A&S: TH

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#### **L15 Drama 460. The Creative Impulse**

Developed with the director and designer in mind, this course encourages imaginative theater making by developing the student's own sense of creative confidence and ability, by expanding the source options for artistic inspiration, by recognizing and valuing the synergistic properties of transcendent theater making, and by strengthening the collaborative skills essential to the art. The course includes creativity exercises, comprehensive forms of text analysis, exploration of other art forms, cooperative conceptual projects, and field trips to area productions and museums. Students is expected to complete several individual

projects, presentations and research papers, as well as intensive small-group projects. Prerequisite: one of the following courses: Drama 307, 310, 311 or 343.

Credit 3 units. A&S: LA

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#### **L15 Drama 464. Drama and Ritual**

A study of the many relationships between drama and ritual from classical antiquity to the 20th century, concentrating on the Western tradition but treating some non-Western paradigms as well. Examines theories of ritual such as those of Van Gennep and Turner and performance theory that emphasizes the element of ritual, such as that of Richard Schechner. Of concern are dramatic elements in rituals (e.g., Turner's study of Ndembu rituals); the function of drama as civic and/or religious ritual (e.g., ancient Greece, medieval Europe); the incorporation of successful and "maimed" rituals into drama (e.g., Aeschylus, Shakespeare); and 20th-century attempts to reinfuse drama with elements of ritual (Artaud, Grotowski, Schechner, Soyinka).

Credit 3 units. A&S: TH FA: AH, Lit

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#### **L15 Drama 465. The Chinese Theater**

Same as Chinese 467

Credit 3 units. A&S: TH, CD, SD FA: AH

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#### **L15 Drama 466. From Shakespeare to Shepard: Autobiography and the Theater**

From Shakespeare's *The Tempest* to contemporary performance art, some plays are autobiographical or confessional in nature. Controversial examples of dramatizing the self on stage: Ibsen (*The Master Builder*), Strindberg (*The Dance of Death*), Chekhov (*Uncle Vanya*), O'Neill (*Long Day's Journey Into Night*), Williams (*The Glass Menagerie*), Miller (*After the Fall*); contemporary works by Amiri Baraka, Brian Friel, Sam Shepard and Wendy Wasserstein; performance artists/monologists such as Karen Finley or Spalding Gray. Prerequisite: Drama 207E or 208E.

Credit 3 units. A&S: TH FA: Lit

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#### **L15 Drama 469. Topics in Shakespearean Production**

This course examines Shakespeare's comedies in performance. Combining scene work and production history, students gain access to the world of the comedies from a hands-on, theoretical and historical perspective. Prerequisites: Drama 395C or permission of instructor.

Credit 3 units. A&S: LA

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#### **L15 Drama 471. Millinery Design and Construction**

A practical course exploring the basic techniques and different methods of constructing hats and accessories. Students work with a variety of materials including buckram, straw, felt and wire that they purchase. Research and design projects culminate in the construction of several projects in class. Prerequisite: Drama 307 or 421 or permission of instructor.

Credit 3 units. A&S: LA

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#### **L15 Drama 473. Advanced Playwriting**

This course is for writers with writing experience, but not necessarily experience in playwriting. The course explores the relationship between the writer and the page. Exercises dispel any lingering doctrine that presupposes a certain style of writing. Craft enters the course through writing exercises and games. A large percentage of the class is spent writing, the remainder of the time sharing. The informal moments between look at the process beyond the first draft — i.e. the maintaining of "the work" through rewrites, developmental readings, workshops, productions, agents and critics.

Credit 3 units. A&S: LA

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#### **L15 Drama 474. Acting Theories**

This course explores in depth the major theoretical texts on acting and performance theory. Pertinent philosophical texts, dramatic theories, acting systems and methodologies are studied. The survey operates chronologically from early documents on acting (Greek, Roman, Italian Renaissance) through to modern and contemporary documents that inform acting and acting training today (Stanislavsky, Brecht, Grotowski, Meisner, Spolin, Suzuki). Methodologies and practices of select major stage actors are explored as well. In some cases, directing theories that have had major influence on acting theory are examined.

Credit 3 units. A&S: TH

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#### **L15 Drama 478. The Eye of the Mask: A Multicultural History of the Theater through Mask Making and Design**

An exploration of the history of masks used in the theater. Topics include drama of ancient Greece, the ancient No Theater of Japan, the Italian theater of commedia dell'arte, the dance drama of Bali, the Venetian and Mardi Gras Carnival celebrations, and ritual and ceremonial masks of other cultures: Africa, Latin America and Asia, using the instructor's extensive collection of masks as primary research subjects. Projects include: an in-class presentation and research paper with three to five fully realized mask designs are constructed within class and at an additional lab time discussed on the first day.

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

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#### **L15 Drama 479. Fundamentals of Sound Design**

Encompassing both creative and technical aspects of sound in the performing arts, the course gives theoretical knowledge of and practical experience in the following areas: fundamental rules of physics and electronics related to sound, use of standard digital recording studio equipment, "training" of the ear, and basic techniques of sound montage. Students are expected to participate in a variety of conceptual and research-oriented exercises as

well as complete several lab projects. Sound-related work on Performing Arts Department productions may be required. Prerequisites: Drama 212 and permission of instructor.

Credit 3 units. A&S: LA

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**L15 Drama 486. The Theater and Politics: The Politics of War**

This course examines political perspectives on war as seen on the stage from the Greeks to the present day. Beginning with masterpieces such as Aeschylus' tragedy *Agamemnon* and Aristophanes' satirical comedy *Lysistrata*, we consider the political strategies of classical Greek drama. Turning to modern approaches to the subject, we move from Shakespeare (*Troilus and Cressida*, *Coriolanus*) through Brecht (*Mother Courage*) to consider the dramatists' political perspective and its relation to theatrical form. Asking questions about the relationship between art and politics, we consider whether we are entitled to use the same standards in evaluating political theater as we would in discussing other, less engaged works of art. We discuss contemporary political theater in the United States and abroad, including playwright David Rabe's trilogy on the Vietnam war. Finally, the course examines the Arab-Israeli conflict.

Credit 3 units. A&S: TH

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**L15 Drama 487. Theater Culture Studies Seminar**

Rotating upper-level topics course. Topics come from Theater Culture Studies sequence.

Credit 3 units. A&S: TH, WI FA: AH

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**L15 Drama 493. Senior Project**

Specialized study in a selected area in drama. Required of all drama majors not taking Drama 499. Prerequisite: 15 units of advanced work in drama at the 300 or 400 level.

Credit 3 units.

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**L15 Drama 499. Study for Honors**

Prerequisite: senior standing, a cumulative and a major GPA of 3.5, and permission of the chair of the Performing Arts Department.

Credit variable, maximum 6 units.

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**Contact Person:** Rob Henke  
**Phone:** 314/935-9336  
**Email:** rhenke@wustl.edu  
**Departmental website:** <http://pad.artsci.wustl.edu>

## Arts & Sciences: Earth and Planetary Sciences

If you are interested in studying the Earth and other planets at one of the top geoscience departments in the country, Earth and Planetary Sciences is an excellent choice for you. Always closely allied to practical concerns, the field is rapidly expanding and becoming more quantitative. Offerings range from general courses surveying the concepts, methods, and results of Earth and planetary sciences, suitable for any nonmajor, through a program of fundamental, modern, quantitative studies that will prepare students for the full range of opportunities in the geosciences in the 21st century.

Depending on your interests, you may choose to focus on geology, geophysics, geochemistry, geobiology, or environmental science. This variety gives you flexibility in designing a program that best meets your needs.

Our faculty is internationally renowned for its research. Some study seismic waves, gravity field, and rock deformation to understand how Earth operates today and how it evolved through time. Others analyze chemical composition of Earth, planets, meteorites, and cosmic dust. The department is currently taking an active role in the exploration of Venus, Mars, the Moon, and other parts of the Solar System. It hosts the Geosciences Node for NASA's Planetary Data System which archives and distributes data related to the study of the surfaces and interiors of planetary bodies.

As an undergraduate major, you can work with faculty in the laboratory to conduct many of your own studies, using analytical facilities and computer modeling, and you also may gather data in the field. Many students participate actively in cutting-edge research in geology, geochemistry, geobiology, and geophysics, using advanced laboratory equipment and some of the world's most powerful computing systems; some students have co-authored published scientific papers. You also learn hands-on geology through visits to unusual geological structures in the local Midwest area and through participation in a six-week summer geology field camp. Summer internships at such places as the Smithsonian Institution also are available. Current field studies involve expeditions to Africa, Antarctica, Italy, Madagascar, and Tonga and Fiji.

With a degree in Earth and Planetary Sciences, you have a choice of several career paths. Many recent graduates of the department have continued their research in graduate school. Others have accepted positions in government and industry. You also may choose to work in environmental business or in one of a variety of related fields.

### Chair

**Douglas A. Wiens**

Ph.D., Northwestern University

### Endowed Professor

**Raymond E. Arvidson**

James S. McDonnell Distinguished University Professor  
Ph.D., Brown University

### Professors

**Robert E. Criss**

Ph.D., California Institute of Technology

**Robert F. Dymek**

Ph.D., California Institute of Technology

**M. Bruce Fegley**

Ph.D., Massachusetts Institute of Technology

**William B. McKinnon**

Ph.D., California Institute of Technology

**Jill D. Pasteris**

Ph.D., Yale University

**Frank A. Podosek**

Ph.D., University of California–Berkeley

**William Hayden Smith**

Ph.D., Princeton University

**Viatcheslav S. Solomatov**

Ph.D., Moscow Institute of Physics and Technology

### Associate Professors

**Jan P. Amend**

Ph.D., University of California–Berkeley

**Jennifer R. Smith**

Ph.D., University of Pennsylvania

**Michael E. Wysession**

Ph.D., Northwestern University

### Assistant Professors

**Jeffrey G. Catalano**

Ph.D., Stanford University

**David A. Fike**

Ph.D., Massachusetts Institute of Technology

**Frédéric P. L. Moynier**

Ph.D., Ecole Normale Supérieure de Lyon

**Philip Skemer**

Ph.D., Yale University

**Professors Emeriti****Harold L. Levin**

Ph.D., Washington University

**Roger J. Phillips**

Ph.D., University of California–Berkeley

**Ghislaine Crozaz**

Ph.D., Université Libre de Bruxelles

## The Major in Earth and Planetary Sciences

**Total units required:** 37 plus 24 in math, chemistry and physics for a total of 61

**Required courses:**

EPSc 201. Earth and the Environment

EPSc 352. Earth Materials

EPSc 353. Earth Forces

A writing-intensive course:

EPSc 404. Ideas and Controversies in the Geosciences

**or**

EPSc 498. Undergraduate Research Seminar

An approved summer field camp of at least 6 units of credit. The field camp must be attended after either the junior or senior year. You may propose to the faculty an alternative program of study as a substitute for field camp.

**Elective courses:**

In-depth study in one of three tracks in the department:

1. Geology: EPSc 310, 385, 409, 413, 418, 422, 430, 431, 437, 443, 460, 463, 473, 484, and 505;
2. Geochemistry: EPSc 323, 401, 441, 444, 446, 448, 449, 474, and 480; and
3. Geophysics and remote sensing: EPSc 407, 408, 410, 428, 452, 453, 454, and 459.

You must select at least five courses from those listed above, with at least one from each track. The following prerequisites are required for the above courses: Chem 111A, 112A; Math 131, 132, 233; and Physics 117A-118A or Physics 197-198.

If you are attracted to the environmental professions, you might choose among EPSc 323, 407, 409, 413, 428, 430, 444, 446, 449, 452, 454, and 480.

If you are interested in planetary sciences, you will need a strong background in Earth sciences to understand planets. Electives particularly relevant to planetary science include EPSc 401, 407, 408, 410, 453, 473, and 474.

You also may be able to take graduate Earth and Planetary Sciences courses with the permission of your adviser and the specific course instructor.

### Additional information

**Senior Honors:** If you are interested in the Honors program, you should consult with the chair or director of undergraduate studies concerning eligibility and requirements.

**Environmental Studies Program:** This interdisciplinary program offers both a major and a minor degree. For information about Environmental Studies, please visit the program's website at <http://epsc.wustl.edu/enst/>.

## The Minor in Earth and Planetary Sciences

**Units required:** 16

**Required courses:**

EPSc 201. Earth and the Environment

EPSc 352. Earth Materials

EPSc 353. Earth Forces

At least one additional EPSc course numbered 300 or above, not including EPSc 390 Independent Study, is required.

**L19 EPSc 103A. Oceanography**

Emphasis on geological, chemical, and physical oceanography. Topics: topography and origin of ocean basins; origin and composition of sea water; effect of compositional variations on biological productivity; dynamics of water movements, including coastal processes.

Credit 3 units. A&S: NS BU: SCI FA: NSM

**L19 EPSc 106. FRESHMAN SEM EARTH & PLANETARY SCIENCES**

Each week a different faculty member presents a lecture or laboratory demonstration relating to recent discoveries in geology and the planetary sciences, or about general topics dealing with volcanism, earthquakes, plate tectonics, geological hazards, fossil life, or earth history. Credit/no credit only. Students attend all lectures and write a short summary of each.

Credit 1 unit. A&S: NS

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**L19 EPSc 108A. Oceans and the Atmosphere**

Basic concepts of the evolution and physical structures of the Earth's oceans and the atmosphere. Dynamic aspects of the oceans (waves, tides, tsunamis) and atmospheric circulation (weather). Role of biological processes (including anthropogenic) in defining the present oceans and atmosphere. Global climate issues discussed in EPSc 111.

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L19 EPSc 109A. Quantitative Reasoning in Environmental Science**

Introduction to practical mathematical methods for understanding environmental aspects of our planet, particularly how the environment changes with time through human interactions. Emphasis on intuitive approaches in devising simple relationships for understanding quantitative outcomes of natural processes. Introduction to basic statistical methods, including hypothesis testing, and how statistics can be applied to environmental problems.

Credit 3 units. A&S: NS, QA BU: SCI FA: NSM

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**L19 EPSc 111. Introduction To Global Climate Change In the 21st Century**

Global climate and global climate change and their impacts on life and civilization. Integrated view of global climate and the diverse forces that can alter global climate. Historical and potential future consequences of global climate change on human life, our industrial civilization, and its sustainability. EPSc 108A (Oceans and the Atmosphere), recommended but not required.

Credit 3 units. A&S: NS

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**L19 EPSc 112. Freshman Seminar: Engineering the Climate**

Geoengineering, the deliberate manipulation of the earth's climate, may be part of a solution to the predicted future global warming. Is this advisable, or even possible? Discussions, lectures, and readings used to learn how earth's climate works. Examination of some proposals for altering the climate. Past attempts for deliberate human alteration of natural systems discussed and evaluated. Consideration of geoengineering as an ethical issue.

Credit 3 units. A&S: NS

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**L19 EPSc 116A. Resources of the Earth**

Introduction to major resources of the Earth: rocks, minerals, water, soil, air. Basics of geology presented so that origin, supply, and uses of resources can be better understood. Environmental awareness stressed. Field trip required.

Credit 3 units. A&S: NS BU: SCI

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**L19 EPSc 118A. Geology of National Parks**

Survey of geologic processes occurring at the Earth's surface and its interior using national parks and monuments as the prime venue for presentation. Volcanism and mountain-building; the

work of streams, glaciers, and wind; lake and coastline development; stratigraphy and sedimentation; and Earth history. Material presented in a geographic context, with emphasis on landforms and landscape evolution, relating geology to the development and settlement of the United States.

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L19 EPSc 125. The Dinosaurs: "Facts" and Fictions**

An introduction to the history of prehistoric life from its early beginnings about 3.5 billion years ago until the present. Emphasis is placed on the origin and evolution of dinosaurs and the stratigraphic and biological methods used by paleontologists to decipher their habits and relation to the Mesozoic world. In addition to the remarkable evolutionary history of dinosaurs, topics relating to the history of fishes, amphibians, reptiles, birds, and mammals provide a summary understanding of the Earth's amazing pageant of past life.

Credit 3 units. A&S: NS BU: SCI

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**L19 EPSc 131. Natural Disasters**

Examination of the effects of natural hazards on landscapes of the Earth in general, as well as on populated areas specifically, through numerous case studies. Social, economic, and political consequences of natural disasters. Locations, particularly in the United States, where disasters are likely to occur in the future. Nature of the hazards and what preparations are possible to minimize damage and the number of casualties.

Credit 3 units. A&S: NS BU: SCI

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**L19 EPSc 171A. The Solar System**

Survey of the planets and satellites of our solar system. Includes results from Apollo manned missions to the Moon and spacecraft missions to the planets and their major satellites.

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L19 EPSc 201. Earth and the Environment**

Introduction to the study of the Earth as a dynamic, evolving planet. Emphasis on how internal and surface processes combine to shape the environment. Themes: Earth's interior as revealed by seismic waves; Earth history and global tectonics shown by changes to ocean floors, mountain-building, formation of continents, earthquakes, and volcanism; climate history and global biogeochemical cycles, influenced by circulation of atmosphere and oceans, ice ages, and human activity. Composition and structure of rocks and minerals. Three class hours and one two-hour lab a week.

Credit 4 units. A&S: NS BU: SCI

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**L19 EPSc 210A. Epic of Evolution: Life, Earth, and the Cosmos**

Evolution of the universe, the Earth, and life, woven together in narrative. Themes of complexity, scale, entropy, and information applied to the Big Bang, origins of matter, formation and history of the Earth, origins of life and diversification of species. Discussion sections explore the implications of the scientific epic for religion, philosophy, the arts, and ethics.

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L19 EPSc 221A. Human Use of the Earth**

Examination of the impacts of a growing population on the Earth, including habitat destruction, resource depletion, and air and water pollution. Population growth, landscape change, and the distribution and uses of the water, mineral, and energy-producing resources of the Earth.

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L19 EPSc 230. Introduction To Astrobiology**

Astrobiology is the study of life-its origin, distribution, and impact on the Earth, and the destiny of life elsewhere in the universe. Course includes the investigation of the influence of pseudoscience and the media on public understanding of scientific issues, the origin of the solar system and the Earth, origin of life, the early Earth environment, the evolutionary history of life on Earth, life in extreme environments, and methods for detecting life on other worlds such as Mars and Jupiter's satellite Europa. Discussions include philosophical issues such as the nature of life and the significance of finding life elsewhere. Three class hours and one one-hour discussion period a week.

Credit 3 units. A&S: NS

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**L19 EPSc 323. Biogeochemistry**

Survey of biogeochemical interactions among Earth's crust, oceans, and atmosphere, including perturbations due to human activities. Carbon, nitrogen, phosphorus, and sulfur biogeochemical cycles. Greenhouse warming of atmosphere from carbon dioxide and chlorofluorocarbons; effects of inorganic and organic wastes in groundwater systems. Introductory course for students of environmental science and nonscience majors. Prerequisite: high school calculus or permission of instructor.

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L19 EPSc 352. Earth Materials**

Fundamental principles of crystal chemistry; symmetry and structure of crystals (minerals); X-ray analysis of crystalline materials; information on the important mineral groups (definition of the groups: composition, structure, physical properties, occurrence, and usage of major mineral species); optical mineralogy. Geological and environmental aspects of earth materials. Prerequisites:

EPSc 201 and Chem 112A, or permission of instructor. Three class hours, one two-hour laboratory, and one two-hour discussion period a week.

Credit 5 units. A&S: NS BU: SCI FA: NSM

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**L19 EPSc 353. Earth Forces**

Basic concepts regarding the forces that act upon the Earth, how geological materials react to these forces, and the time scale over which they respond. Emphasis on physical concepts needed to understand the geodynamical behavior of the Earth over a broad range of length and time scales. Application and interpretation of geophysical methods to probe the interior of the Earth. Prerequisites: EPSc 201, Phys 117A, and Math 131, or permission of instructor. Three class hours and one two-hour laboratory a week.

Credit 4 units. A&S: NS BU: SCI FA: NSM

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**L19 EPSc 385. Earth History**

Introduction to the concept of "deep time" and the parallel biological evolutionary and environmental changes that have occurred throughout Earth history. Topics include early evolution of life, rise of atmospheric oxygen, global glaciation, mass extinctions. Prerequisite: EPSc 201 or equivalent.

Credit 3 units. A&S: NS

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**L19 EPSc 390. Independent Study**

Independent study for undergraduates, to be supervised by a faculty member. Prerequisite: permission of instructor. Credit to be determined.

Credit variable, maximum 3 units. FA: NSM

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**L19 EPSc 400. Topics in the Geosciences**

The content of this course varies each time it is offered, as announced by the Department. With permission of the adviser, this course may be repeated for credit. Prerequisite: permission of instructor.

Credit variable, maximum 3 units. A&S: NS FA: NSM

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**L19 EPSc 401. Earth Systems Science**

Quantitative introduction to physical and chemical interactions among the atmosphere, oceans, and solid earth. Use of the geologic record to infer how such interactions varied over geologic time. Prerequisite: EPSc 352, 441, or permission of instructor or the graduate adviser.

Credit 3 units. A&S: NS FA: NSM

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**L19 EPSc 404. Ideas and Controversies In the Geosciences**

Great ideas and controversies in the geological sciences and how ideas change and become accepted in science. The format is part lecture, part discussion. Writing and oral presentation are emphasized. Students read primary sources, as well as books, journals, and Web-based historical accounts and interpretations. Among the topics to be addressed are: continental drift and plate tectonics,

development of the geological time scale, age of the earth, mass extinctions, and the Snowball Earth hypothesis. Prerequisites: EPSc 352 and EPSc 353 (may be taken concurrently), or permission of instructor.

Credit 3 units. A&S: NS, WI

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#### **L19 EPSc 407. Remote Sensing**

Use of different parts of the electromagnetic spectrum (visible, ultraviolet, infrared, and radio wavelengths) for interpretation of physical and chemical characteristics of the surfaces of Earth and other planets. Digital image systems and data processing. Prerequisite: EPSc 352, Math 233, or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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#### **L19 EPSc 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 permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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#### **L19 EPSc 409. Surface Processes**

How do landscapes evolve? Examination of chemical and physical processes that modify earth's surface. Introduction to soil formation. Focus on modern systems, particularly fluvial, karst, and desert terrains. Brief discussion of coastal and glacial systems. Human agency in geomorphic change. Lab covers survey techniques for acquisition of topographic data and use of geographic information systems for geomorphic and hydrologic analysis. Field trips required. Prerequisites: EPSc 352 and 353. Three class hours and one three-hour lab a week.

Credit 4 units. A&S: NS BU: SCI FA: NSM

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#### **L19 EPSc 410. Earth Remote Sensing Methods and Instrumentation**

Detection of electromagnetic radiation reflected, scattered, or emitted by components of the Earth system. Spectroscopy of remote sensing. Interpretation of received radiation via radioactive transfer within a context of real measurements. Theory of instruments and detectors. Comparison of realized equipment to theoretical models. Prerequisite: Phys 118A, Chem 112A, Math 233, or equivalent; or permission of instructor.

Credit 3 units. A&S: NS BU: SCI FA: NSM

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#### **L19 EPSc 413. Introduction To Soil Science**

Physical, chemical, and biological processes that occur within soil systems. Types of soils and how these relate to soil formation. Major components of soil, including soil water, minerals, organic matter, and microorganisms. Soils in wetlands and arid regions. Cycling of nutrients and contaminants in soils. Soil quality, conservation, and sustainability. Two one-day field trips required. Prerequisite: EPSc 323 or Chem 112A, or permission of instructor.

Credit 3 units. A&S: NS

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#### **L19 EPSc 418. Paleobiology**

Detailed survey of the history of life on Earth and the major geological events (e.g., mountain building, change in sea level, continental fragmentation) that affect the evolution and distribution of life. Focus on the past 540 million years, the age of the "more complex" forms of life. Appearances, evolution, and extinctions of the major groups of organisms of this time. Includes major reef-building communities, major plant groups, and important animal groups on land and in the oceans. Environmental change through time and extinctions, both past and current. Prerequisite: EPSc 201 or permission of instructor. EPSc 422 recommended. Three class hours and one two-hour laboratory a week.

Credit 4 units. A&S: NS

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#### **L19 EPSc 422. Sedimentary Geology**

Survey introduction to sedimentary processes and materials, including description, formation, and interpretation. Sedimentary materials account for most of the Earth's crust, and much of our understanding of Earth history comes from their examination. Many of our economic resources, such as coal, oil, and natural gas, and many environmental problems, are related to or derive from sediments. Goals: understanding and identifying sediments and processes and using them to interpret stratigraphic, paleoenvironmental, and tectonic information; obtaining the understanding of sedimentology that is relevant to environmental issues; increasing scientific literacy and critical thinking. Prerequisites: EPSc 201. EPSc 352, and EPSc 437 recommended. Three class hours and one two-hour lab a week. Mandatory field trips.

Credit 4 units. A&S: NS

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#### **L19 EPSc 428. Hydrology**

Survey of principles that govern the flow of water in river and groundwater systems in deep geologic environments. Basic equations of fluid flow, dynamics, and the characteristics of drainage basins, rivers, floods, and important aquifers. Exploitation of groundwater systems. Prerequisites: EPSc 353, Phys 117A, Phys 118A, and Math 233, or permission of instructor. Three class hours and one two-hour laboratory a week. Field trip required.

Credit 4 units. A&S: NS FA: NSM

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#### **L19 EPSc 430. Environmental Mineralogy**

Topics connected with environmental mineralogy, some selected by students. Topics may include: mineral dust such as asbestos; containment materials for nuclear waste disposal; environmental ramifications of the processing and use of phosphate fertilizers; lead in the environment; acid mine drainage; microbial mediation of sulfide oxidation; minerals in the human body; weathering of building materials; materials engineering; and engineering of materials for more effective recycling. Three class hours and

one two-hour laboratory a week. Participation in discussions, term paper, two field trips required. Most readings from primary sources. Prerequisite: EPSc 352 or permission of instructor.

Credit 4 units. A&S: NS FA: NSM

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#### **L19 EPSc 431. Petrography**

Origin of selected igneous and metamorphic rock suites investigated by integrating field, laboratory, and theoretical approaches to petrogenesis. Petrographic, electron microprobe, and X-ray fluorescence methods taught and utilized as tools in class exercises. Field trips to nearby localities. Prerequisites: EPSc 352 and permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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#### **L19 EPSc 437. INTRODUCTION TO PETROLOGY**

Classification, origin, mineralogy, and geological occurrence of major igneous and metamorphic rocks. Laboratory emphasis on identification of rocks and minerals in hand specimens and in thin sections. Prerequisite: EPSc 352. Three class hours and one two-hour laboratory a week.

Credit 4 units. A&S: NS

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#### **L19 EPSc 441. Intro 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 112, or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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#### **L19 EPSc 443. Methods in Biogeochemistry**

Lab-based course to provide theoretical understanding of, and practical experience in, biogeochemistry tools and techniques. Topics introduced through lecture and discussion of classic scientific papers. Hands-on experience applying techniques in the laboratory. Research project, based on data collected using these techniques, required. Students develop understanding of tools used for modern and ancient biogeochemistry research. Hands-on experience with sample preparation, operation of gas source mass spectrometers, and data analysis. Prerequisite: EPSc 323 or permission of instructor.

Credit 3 units. A&S: NS

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#### **L19 EPSc 444. Environmental Geochemistry**

Introduction to the geochemistry of natural waters and the processes that alter their composition. Key principles of aqueous geochemistry and their application to describe the main controls on the chemistry of pristine and polluted soil, surface, and groundwater environments. Acids and bases; mineral solubility;

carbonate chemistry; chemical speciation; redox reactions adsorption and ion exchange; and the speciation, mobility, and toxicity of metals. Prerequisite: EPSc 352 or concurrent enrollment, or permission of instructor.

Credit 3 units. A&S: NS BU: SCI FA: NSM

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#### **L19 EPSc 446. Stable Isotope Geochemistry**

Applications of equilibrium and kinetic isotope fractionation and material balance principles to the distribution of oxygen and hydrogen isotopes in natural systems. Geothermometry and paleotemperatures, mass spectrometry, isotope hydrology and ice cores, fluid-rock interaction, igneous rocks, and meteorites. Prerequisites: EPSc 441 and Math 233, or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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#### **L19 EPSc 449. Microbes In the Environment**

Microorganisms are ubiquitous and have a large impact on the chemistry of the natural environment. This course covers the basic physiology of the microbial cell as it pertains to how microorganisms interact with the surrounding environment. Topics include cell structure, protein synthesis, gene regulation (how microbes respond to environmental changes), behavior and development, biofilm formation, and energy generation (how they use energy and effect changes in the geochemistry of the environment). Also the evolutionary relationships among microbes; the major groups of free-living microbes and the environments they inhabit; and how microbes have co-evolved with the changing chemistry of the Earth through time. Prerequisite: science majors with junior or senior standing, or permission of instructor.

Credit 3 units. A&S: NS

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#### **L19 EPSc 452. Introduction to Seismology**

Introduction to earthquake and exploration seismology. Seismic wave propagation, data analysis and processing, earthquake mechanisms, seismic constraints on the structure of the Earth, relationship of seismicity to plate tectonics. Prerequisites: EPSc 353 and Math 217, or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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#### **L19 EPSc 453. Interior of the Earth**

Composition and temperature of Earth's mantle and core, determined by geophysical methods. Inferences about mantle and core dynamics, especially interactions. Current understanding and history of interior in fields of seismology, geomagnetism, mineral physics, geodynamics. Prerequisite: EPSc 353 or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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#### **L19 EPSc 454. Exploration and Environmental Geophysics**

Basic geophysical techniques used in exploration and environmental geophysics, emphasizing seismic and electromagnetic methods. Basic theory, field procedures, and interpretation of data.

Use of geophysical instruments on field trips, followed by reduction and analysis of acquired data. Prerequisites: EPSc 353, Phys 118A, and Math 233, or permission of instructor. Two class hours and one two-hour laboratory a week, and approximately four one-day field trips during the semester.

Credit 4 units. A&S: NS FA: NSM

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#### **L19 EPSc 459. GEODYNAMICS**

Fundamental physical processes necessary to understand plate tectonics and a variety of geological phenomena. Heat flow; gravity; elasticity and flexure; rheology of Earth materials. Prerequisites: EPSc 353 or permission of the graduate adviser.

Credit 3 units. A&S: NS

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#### **L19 EPSc 460. Introduction to Structural Geology**

Stress, strain, rheology, ductile and brittle deformation processes and structures from microscale to macroscale. Applications to tectonics and experimental rock deformation, field techniques, interpretation of geologic maps and cross sections. Prerequisites: EPSc 352 and 353, or permission of instructor. Three hours of lecture and one two-hour laboratory a week.

Credit 4 units. A&S: NS FA: NSM

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#### **L19 EPSc 463. FIELD AND STRUCTURAL GEOLOGY**

Introduction to concepts and principles of structural geology with emphasis on field and laboratory methods for mapping and describing geologic structures. Topics include stress and strain; fracturing and brittle behavior; jointing and faulting; plate tectonics; and the geologic history of North America. Lab and fieldwork include introduction to topographic maps, orthographic projections, Mohr circle of stress, stereonet analysis, structure contouring, pace-and-compass mapping, determination of stratigraphic thickness, construction of geologic maps, and cross-sections. One and a half hours lecture, one three-hour lab a week. Up to six additional outdoor exercises on weekends. Prerequisites: EPSc 352 and EPSc 353, or permission of instructor.

Credit 4 units. A&S: NS

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#### **L19 EPSc 473. Planetary Geology**

Discussion of the evolution of the terrestrial planets and the outer-planet satellites as evidenced by the geologic records left on the surfaces of these bodies. Focus on major processes affecting planetary surfaces: impact cratering, volcanism, tectonism, and erosion and sedimentation by wind and water. Prerequisites: EPSc 352 and EPSc 353, or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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#### **L19 EPSc 474. Planetary Geochemistry**

A survey of the geochemistry of the planets and their satellites using data from Earth-based, Earth-orbital, and spacecraft observations. Prerequisites: EPSc 352 and permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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#### **L19 EPSc 480. Special Topics In Microbiology-Chemistry-Earth Science**

Investigation of scientific questions at the interface of microbiology, biochemistry, ecology, geochemistry, and environmental studies. Content varies each time this course is offered. With permission of the chair, course may be repeated for credit. Prerequisite: permission of instructor.

Credit 3 units. A&S: NS

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#### **L19 EPSc 484. Paleoenvironmental Reconstruction**

How do we know about environments of the geologic past? Survey of paleoenvironmental proxies (stable isotopes, macroflora, macro- and micro-fauna, pollen/palynomorphs, paleosols, lacustrine sediments, etc.); applications and limitations of each proxy; analytical techniques. Focus on terrestrial, as opposed to marine, environments. Prerequisite: EPSc 201 or permission of instructor; EPSc 422 recommended.

Credit 3 units. A&S: NS

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#### **L19 EPSc 490. Independent Study**

Independent study for advanced undergraduates or for graduate students, to be supervised by a faculty member. Prerequisite: permission of instructor. Credit to be arranged.

Credit variable, maximum 12 units.

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#### **L19 EPSc 498. Undergraduate Research Seminar**

Provides an opportunity for advanced undergraduates to synthesize many of the diverse subdisciplines of Earth and Planetary Sciences while focusing on a research topic. Subject changes each offering. Each subject is unique and timely, but broad enough to encompass wide-ranging interests among students. Students conduct original research, make written reports of the results, and make oral presentations of their projects in class. Prerequisite: senior standing or permission of instructor.

Credit 3 units. A&S: NS, WI FA: NSM

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#### **L19 EPSc 499. Honors Research**

Independent work for undergraduate Honors, to be supervised by a faculty member. Prerequisites: senior standing, eligibility for Honors, and permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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**Departmental website:**

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If you have particular interest in the cultures and societies of East Asia and would like to study them from a comparative, interdisciplinary perspective, you may major in International and Area Studies (IAS) with a concentration in East Asia. (For more information, refer to International and Area Studies.) From the ancient foundations of East Asia to its most recent transformations, this program offers a wide range of courses. Washington University is one of the oldest centers in the United States for the study of China and Japan, and it also includes selected course work on Korea. In modern Chinese and Japanese language, we offer courses through the advanced level, in addition to classical language study. You may pursue Korean language study through the intermediate level.

### Director

**Lingchei Letty Chen**

Associate Professor  
Ph.D., Columbia University  
(Asian and Near Eastern Languages and Literatures)

### Endowed Professors

**Frances H. Foster**

Edward T. Foote II Professor of Law  
J.S.D., Stanford University  
(Law)

**John Owen Haley**

Wiley B. Rutledge, Jr., Professor of Law  
LL.M., University of Washington  
(Law)

**Robert E. Hegel**

Lieselotte Dieckmann Professor of Comparative Literature  
Ph.D., Columbia University  
(Asian and Near Eastern Languages and Literatures)

**Charles R. McManis**

Thomas and Karole Green Professor of Law  
J.D., Duke University  
(Law)

### Professors

**Rebecca L. Copeland**

Ph.D., Columbia University  
(Asian and Near Eastern Languages and Literatures)

**Beata Grant**

Ph.D., Stanford University  
(Asian and Near Eastern Languages and Literatures)

### Associate Professors

**Mary-Jean Cowell**

Ph.D., Columbia University  
(Performing Arts)

**Marvin H. Marcus**

Ph.D., University of Michigan  
(Asian and Near Eastern Languages and Literatures)

**Steven B. Miles**

Ph.D., University of Washington  
(History)

**Carl Minzner**

J.D., Columbia University  
(Law)

### Assistant Professors

**Ji-Eun Lee**

Ph.D., Harvard University  
(Asian and Near Eastern Language and Literatures)

**Pauline Chen Lee**

Ph.D., Stanford University  
(Asian and Near Eastern Languages and Literatures)

**Jamie Newhard**

Ph.D., Columbia University  
(Asian and Near Eastern Languages and Literatures)

**Priscilla Song**

Ph.D., Harvard University  
(Anthropology)

**Lori Watt**

Ph.D., Columbia University  
(History and International and Area Studies)

### Senior Lecturers

**Hiroo Aridome**

M.A., University of Minnesota  
(Asian and Near Eastern Languages and Literatures)

**Mijeong Mimi Kim**

Ed.D., University of San Francisco  
(Asian and Near Eastern Languages and Literatures)

**Xia Liang**

M.A., Beijing Normal University  
(Asian and Near Eastern Languages and Literatures)



**Virginia S. Marcus**

M.A., New York University  
(Asian and Near Eastern Languages and Literatures)

**Judy Zhijun Mu**

Ph.D., University of Illinois at Urbana–Champaign  
(Asian and Near Eastern Languages and Literatures)

**Fengtao Wu**

M.A., Indiana University–Bloomington  
(Asian and Near Eastern Languages and Literatures)

## Lecturers

**Wen Hui Chen**

M.A., Taiwan Normal University  
(Asian and Near Eastern Languages and Literatures)

**Shino Hayashi**

M.A., University of Wisconsin–Madison  
(Asian and Near Eastern Languages and Literatures)

**Chun-ying Lin**

M.A., National Taiwan Normal University  
(Asian and Near Eastern Languages and Literatures)

**Kaori Nakata**

M.A., Ohio State University  
(Asian and Near Eastern Languages and Literatures)

**Ke Nie**

M.Ed., Capital Normal University  
(Asian and Near Eastern Languages and Literatures)

**Wei Wang**

M.A., University of Minnesota; Beijing Language and Culture  
University  
(Asian and Near Eastern Languages and Literatures)

## Adjunct Lecturer

**Steven Owyong**

Curator of Asian Art (retired)  
A.B.D., University of Michigan

## East Asian Librarians

**Tony Chang**

M.L.S., University of California–Berkeley

**Wai-man Suen**

B.A., Hong Kong Baptist College

**Azusa Tanaka**

M.L.I.S.; M.A., Syracuse University; University of Washington

## Professors Emeriti

**George C. Hatch, Jr.**

Ph.D., University of Washington  
(History)

**Robert E. Morrell**

Ph.D., Stanford University  
(Asian and Near Eastern Languages and Literatures)

**Laurence A. Schneider**

Ph.D., University of California–Berkeley  
(History)

**James C. Shih**

Ph.D., University of California–Berkeley  
(Asian and Near Eastern Languages and Literatures)

**John E. Walsh, Jr.**

D.B.A., Harvard University  
(Business)

## The Major in East Asian Studies/ International and Area Studies

**Total units required:** 27 to 30 graded credits plus four semesters  
(or the equivalent) of an East Asian language.

**Required courses:**

- IAS 207. Crossing Borders (3 credits).
- A core civilization (or world-area focused) course (you may choose from IAS 227 Chinese Civilization, IAS 226 Japanese Civilization, or IAS 223 Korean Civilization) (3 credits).

**Elective courses:**

- A world-area focused course outside of the EAS concentration (3 credits).
- 18 credits of advanced course work with East Asian content. Within those 18 credits, you (1) may count no more than 6 credits of advanced language study; (2) must take courses offered by at least three different departments (choose from Anthropology, Art History, Comparative Literature, Economics, Film, History, Music, and Political Science); (3) must balance your area emphasis (depending on whether you emphasize Chinese, Japanese, or Korean;



you must take at least one course in one of the other areas); and (4) must include at least 3 credits of a 400-level course.

#### Regulations:

- No more than 6 credits may be from a semester of study abroad (9 credits from a year of study abroad). (400-level credits must be earned on campus or in Washington University courses taught abroad.)
- For those who do not study abroad, an additional 3 credits at the 300 or 400 level are required.
- No more than 3 credits may be from directed readings, research, or internships, excluding the honors thesis.
- The 18 to 21 advanced credits must be unique to the East Asian Studies/ IAS major.
- If your prime major is East Asian Studies/IAS, you must participate in a capstone experience. This may take the form of an honors thesis, a senior project, or a specially designated 400-level course. For more details, see the IAS Handbook section on capstone experiences.

### Additional Information

**Language Requirement for the Major in East Asian Studies/ International and Area Studies:** All majors must satisfy a foreign language requirement. You may satisfy this requirement with the successful completion of the first four semesters of language instruction in the language program of choice (other than English) or the equivalent. Entering students wishing to prove equivalency must take the Washington University Placement Test for the language in question or score a 5 on the AP test. Students claiming the status of native speakers may be exempted from the placement test by the undergraduate director or by the section coordinator of the language program in question. We encourage students interested in IAS who have achieved a high level of language competency before entering Washington University to continue their language study, either in the same language or in an additional language, but it is assumed that you will satisfy your requirement by demonstrating competence in at least one language through the fourth semester.

**Study Abroad:** You are strongly encouraged to study abroad in one of Washington University's overseas programs during your junior year or the summer. Some credit for courses taken abroad may be applied to the major. For those who do not study abroad, an additional 3-credit course at the 300 or 400 level is required.

**Senior Honors:** If you have a strong academic record, you may apply to work toward Honors by writing an Honors thesis during your senior year.

## The Minor in East Asian Studies/ International and Area Studies

#### Required courses:

- 18 graded credits plus four semesters (or the equivalent) of an East Asian language.
- IAS 207. Crossing Borders (3 credits).
- Either Chinese, Japanese **or** Korean Civilization (3 credits).
- At least 12 credits of advanced (300-plus) course work drawn from at least two different departments, all focused on East Asia, as determined in consultation with the adviser.
- No more than 3 credits may be from independent study or research.
- No more than 3 credits may be from a semester of study abroad (6 credits from a year of study abroad).
- Some credits earned through advanced-level (300 or above) language study may be applied to the minor at the discretion of the adviser unless being counted for a language major or minor.
- All advanced credits must be unique to the IAS minor (i.e., not counted toward any other major or minor).

### Additional Information

**Language Requirement for the Minor in East Asian Studies/ International and Area Studies:** All minors must satisfy a foreign language requirement. You may satisfy this requirement with the successful completion of the first four semesters of language instruction in the language program of choice (other than English) or the equivalent. Entering students wishing to prove equivalency must take the Washington University Placement Test for the language in question or score a 5 on the AP test. Students claiming the status of native speakers may be exempted from the placement test by the undergraduate director or by the section coordinator of the language program in question. We encourage students interested in IAS who have achieved a high level of language competency before entering Washington University to continue their language study, either in the same language or in an additional language, but it is assumed that you will satisfy your requirement by demonstrating competence in at least one language through the fourth semester.

**Study Abroad:** You are strongly encouraged to study abroad in one of Washington University's overseas programs during your junior year or the summer. Some credit for courses taken abroad may be applied to the minor.

**L03 East Asia 110. Basic Principles And Practice Of Chinese/ Japanese Calligraphy**  
Same as Chinese 110

Credit 1 unit. A&S: LA BU: IS

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**L03 East Asia 111. Introduction to Asian Art**

Same as Art-Arch 111

Credit 3 units. A&S: LA, CD BU: HUM, IS

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**L03 East Asia 200. Topics In Asian And Near Eastern Languages And Literatures**

Same as ANELL 200

Credit 3 units. A&S: TH, CD BU: BA, HUM, IS

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**L03 East Asia 203. Introduction to Religious Traditions II: Asian Religions**

Same as Re St 203

Credit 3 units. A&S: TH

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**L03 East Asia 2060. East Asia Since 1500**

Same as History 2060

Credit 3 units. A&S: TH, CD

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**L03 East Asia 2081. Freshman Seminar: The Chinese American Experience**

Same as ANELL 208

Credit 3 units. A&S: TH, SD BU: HUM

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**L03 East Asia 2210. Topics in Japanese Literature & Culture**

Same as Japan 221

Credit 3 units. A&S: TH

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**L03 East Asia 223C. Korean Civilization**

Same as ANECC 223

Credit 3 units. A&S: TH, CD, SD BU: IS

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**L03 East Asia 226C. Japanese Civilization**

Same as ANECC 226

Credit 3 units. A&S: TH, CD, SD BU: BA, IS FA: SSP

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**L03 East Asia 227C. Chinese Civilization**

Same as ANECC 227

Credit 3 units. A&S: TH, CD, SD BU: BA, IS

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**L03 East Asia 293C. Freshman Seminar: Images of East Asia: Geisha**

Same as ANECC 293C

Credit 3 units. BU: BA

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**L03 East Asia 294. Images of East Asia**

Same as ANECC 294

Credit 3 units. A&S: TH, CD BU: IS

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**L03 East Asia 303. The Taoist Tradition**

Same as Re St 303

Credit 3 units. A&S: TH, CD BU: ETH

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**L03 East Asia 3050. Contemporary Chinese Culture and Society**

Same as Anthro 3055

Credit 3 units. A&S: SS, SD

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**L03 East Asia 3051. Anthropology of Tibet and the Himalayas**

Same as Anthro 3051

Credit 3 units. A&S: SS BU: IS

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**L03 East Asia 3056. Material Culture in Modern China**

Same as Anthro 3056

Credit 3 units. A&S: SS, CD

---

**L03 East Asia 3060. East Asia Since 1500**

Same as History 3060

Credit 3 units. A&S: TH, CD BU: IS

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**L03 East Asia 308. Topics In Asian-American Literature: Identity And Self-Image**

Same as E Lit 308

Credit 3 units. A&S: TH, SD BU: HUM FA: Lit

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**L03 East Asia 3090. Chinese Thought**

Same as Re St 3090

Credit 3 units. A&S: TH, CD

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**L03 East Asia 3092. Confucian Thought: The Sage and Society: Writing-Intensive Seminar**

Same as Re St 3092

Credit 3 units. A&S: TH, WI

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**L03 East Asia 3112. Buddhist Traditions**

Same as Re St 311

Credit 3 units. A&S: TH BU: ETH

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**L03 East Asia 312C. Modern Japan**

Same as History 320C

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

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**L03 East Asia 3161. Chinese Social History**

Same as History 3161

Credit 3 units. A&S: TH FA: SSP

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**L03 East Asia 3162. Early Modern China: 1350-1890**

Same as History 3162

Credit 3 units. A&S: TH, CD BU: IS

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**L03 East Asia 3164. Chinese Foreign Relations Since the Opium War**

Same as History 3164

Credit 3 units. A&S: TH BU: IS

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**L03 East Asia 316C. Modern China: 1800-Present**

Same as History 316C

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

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**L03 East Asia 3202. Japan from Earliest Times to 1868**

Same as History 3202

Credit 3 units. A&S: TH, CD BU: IS

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**L03 East Asia 3220. Contemporary East Asian Cinema**

Same as Film 322

Credit 3 units. A&S: TH, CD BU: IS

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**L03 East Asia 324. A User's Guide to Japanese Poetry**

Same as Japan 324

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

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**L03 East Asia 3240. History of Chinese Cinemas:1930s-1990s**

Same as Film 324

Credit 3 units. A&S: TH

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**L03 East Asia 3290. Contemporary Dance Development in Asia: Aesthetic and Identity**

Same as Dance 329

Credit 3 units. A&S: TH

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**L03 East Asia 3301. Topics in Chinese Literature and Culture:**

Same as Chinese 330

Credit 3 units. A&S: TH, CD BU: IS

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**L03 East Asia 332C. The Classical Voice In Japanese Literature**

Same as Japan 332C

Credit 3 units. A&S: TH, CD BU: HUM FA: Lit

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**L03 East Asia 333C. The Modern Voice In Japanese Literature**

Same as Japan 333C

Credit 3 units. A&S: TH, CD BU: ETH FA: Lit

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**L03 East Asia 3361. The Floating World in Japanese Literature**

Same as Japan 336

Credit 3 units. A&S: TH, CD, SD FA: Lit

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**L03 East Asia 341. Arts of China, India & Japan**

Same as Art-Arch 341

Credit 3 units. A&S: TH

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**L03 East Asia 3411. Literature of Early and Imperial China**

Same as Chinese 341

Credit 3 units. A&S: TH, CD, SD BU: HUM FA: Lit

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**L03 East Asia 3419. Dragons, Buddhas, and Scholars: East Asian Painting Traditions**

Same as Art-Arch 3419

Credit 3 units. A&S: TH, CD

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**L03 East Asia 3421. Literature of Modern and Contemporary China**

Same as Chinese 342

Credit 3 units. A&S: TH, CD, SD BU: ETH FA: Lit

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**L03 East Asia 3460. Zen Buddhism**

Same as Re St 3461

Credit 3 units. A&S: TH BU: ETH FA: SSP

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**L03 East Asia 3462. Topics in East Asian Religion**

Same as Re St 346

Credit 3 units. A&S: TH

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**L03 East Asia 3463. Buddhist Art in Asia: Interactions in Faith and Form**

Same as Art-Arch 3460

Credit 3 units. A&S: TH, CD

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**L03 East Asia 352. Literature of Modern and Contemporary Korea**

Same as Korean 352

Credit 3 units. A&S: TH, CD, SD BU: IS

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**L03 East Asia 355. Topics in Korean Literature and Culture**

Same as Korean 355

Credit 3 units. A&S: TH, CD, SD

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**L03 East Asia 380. Topics in Religious Studies**

Same as Re St 380

Credit 3 units. A&S: TH BU: ETH FA: SSP

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**L03 East Asia 382. Writing Women of Imperial China**

Same as Chinese 382

Credit 3 units. A&S: TH, WI BU: HUM

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**L03 East Asia 3891. East Asia Since 1945: From Empire to Cold War**

Same as History 3891

Credit 3 units. A&S: TH, CD

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**L03 East Asia 398. Rivers: A Comparative Approach to Chinese and World History**

Same as History 39S8

Credit 3 units. A&S: TH, WI

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**L03 East Asia 4001. Asian & Near Eastern Languages & Literatures Seminar**

Same as ANELL 400

Credit 3 units. A&S: TH, CD

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**L03 East Asia 4030. Topics in East Asian Religions**

Same as Re St 403

Credit 3 units. A&S: TH, CD

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**L03 East Asia 4141. Readings in Classical Chinese Philosophy**

Same as Chinese 414

Credit 3 units. A&S: TH, CD

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**L03 East Asia 4180. Gender and Sexuality in East Asian Religions**

Same as Re St 418

Credit 3 units. A&S: TH, CD, SD

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**L03 East Asia 445. Japanese Fiction**

Same as Japan 445

Credit 3 units. A&S: TH, CD, WI FA: Lit

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**L03 East Asia 4450. Topics in Modern Japanese Literature**

Same as Japan 4451

Credit 3 units. A&S: TH, CD

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**L03 East Asia 446. Japanese Theater**

Same as Japan 446

Credit 3 units. A&S: TH, CD, SD FA: Lit

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**L03 East Asia 4471. Japanese Film**

Same as Japan 447

Credit 3 units. A&S: TH FA: Lit

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**L03 East Asia 4483. Japanese Poetry**

Same as Japan 448

Credit 3 units. A&S: TH FA: Lit

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**L03 East Asia 4492. Modern Japanese Women Writers: Madame Butterfly's Delinquent Daughters**

Same as Japan 449

Credit 3 units. A&S: TH, CD, SD, WI BU: HUM

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**L03 East Asia 4495. Political Art in 20th-Century China**

Same as Art-Arch 4495

Credit 3 units. A&S: TH, CD

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**L03 East Asia 4550. Topics in Korean Literature and Culture: Gender in Korean Literature and Film**

Same as Korean 455

Credit 3 units. A&S: LA, CD

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**L03 East Asia 4641. Japanese Textual Analysis**

Same as Japan 464

Credit 3 units. A&S: LA

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**L03 East Asia 467. The Chinese Theater**

Same as Chinese 467

Credit 3 units. A&S: TH, CD, SD FA: AH

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**L03 East Asia 470. Readings in Chinese Literature**

Same as Chinese 470

Credit 3 units. A&S: TH FA: Lit

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**L03 East Asia 471. Topics in Japanese Culture**

Credit 3 units. A&S: TH FA: SSP

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**L03 East Asia 4711. Topics in Religious Studies**

Same as Re St 4711

Credit 3 units. A&S: TH FA: SSP

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**L03 East Asia 476. Reading Seminar in Chinese Traditional Fiction**

Same as Chinese 476

Credit 3 units. A&S: TH FA: Lit

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**L03 East Asia 4781. Topics in Religious Studies:**

Same as Re St 478

Credit 3 units. A&S: TH FA: Lit

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**L03 East Asia 479. Reading Seminar in Modern Chinese Literature**

Same as Chinese 479

Credit 3 units. A&S: TH, CD BU: ETH FA: Lit

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**L03 East Asia 4791. Seminar in Religious Studies: Engendering Religious Studies**

Same as Re St 479

Credit 3 units. A&S: TH, SD

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**L03 East Asia 480. Topics in Buddhist Tradition**

Same as Re St 480

Credit 3 units. A&S: TH FA: SSP

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**L03 East Asia 4801. Reading Seminar in Chinese Popular Literature and Culture**

Same as Chinese 480

Credit 3 units. A&S: TH FA: Lit

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**L03 East Asia 4811. Reading Seminar in Religion and Chinese Literature**

Same as Chinese 481

Credit 3 units. A&S: TH FA: Lit

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**L03 East Asia 482. Reading Seminar in Gender and Chinese Literature**

Same as Chinese 482

Credit 3 units. A&S: TH FA: Lit

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**L03 East Asia 484. Core Seminar in East Asian Studies: East Asia in Scholarly Literature**

Introduction to problems and approaches in East Asian Studies.

Credit 3 units. A&S: TH, CD FA: SSP

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**L03 East Asia 4842. The Japanese Empire in Asia, 1874-1945**

Same as History 4842

Credit 3 units. A&S: TH, CD

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**L03 East Asia 486. Independent Work For Senior Honors**

By the beginning of the senior year, the student is expected to have met with a primary adviser and agreed on a topic. Next, the student and the adviser choose two other faculty members to be on the committee and a one-page prospectus is sent to everyone on the committee for their approval. The primary adviser is responsible for reading the preliminary drafts and deciding any technical or format questions. In the first week of March, the student submits a copy of the thesis, which is defended the week after spring break. After a successful defense, the student revises the paper according to the committee's suggestions and submits it to the department before the notification date established by Arts & Sciences that year. Prerequisite: senior standing.

Credit 3 units.

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**L03 East Asia 4891. Topics in Modern Chinese Literature**

Same as Chinese 489

Credit 3 units. A&S: TH FA: Lit

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**L03 East Asia 4892. Topics in Chinese Literature and Culture: The Chinese City in the Global Context**

Same as Chinese 4891

Credit 3 units. A&S: SS

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**L03 East Asia 490. Topics In Chinese Literature And History**

Same as Chinese 490

Credit variable, maximum 3 units. A&S: TH FA: Lit, SSP

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**L03 East Asia 4911. The Nativist Dimension in Modern Japanese Culture**

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 atten-

tion is paid to "Nihonjinron," an important-and best-selling-genre of "Japanese uniqueness" writing. Our goal is to make sense of the complex intersection of traditionalism and modernism in 20th-century Japan, and to consider the larger question of modern nationhood and the construction of national identity.

Credit 3 units. A&S: TH

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**L03 East Asia 4914. Advanced Seminar in History: Japan in World War II: History and Memory**

Same as History 4914

Credit 4 units. A&S: TH FA: SSP

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**L03 East Asia 496. Readings In Asian Studies**

Prerequisite: permission of the chair of the department.

Credit variable, maximum 3 units. A&S: TH

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**L03 East Asia 4967. Advanced Seminar: East Asian History**

Same as History 4967

Credit 4 units. A&S: TH

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**L03 East Asia 4971. Guided Readings in Korean**

Same as Korean 497

Credit variable, maximum 3 units. A&S: LA

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**L03 East Asia 498. Guided Readings In Chinese**

Same as Chinese 498

Credit variable, maximum 3 units. A&S: LA

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**L03 East Asia 4982. Advanced Seminar: Women and Confucian Culture in Early Modern East Asia**

Same as History 4982

Credit 4 units. A&S: TH

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**L03 East Asia 499. Guided Readings In Japanese**

Same as Japan 499

Credit variable, maximum 3 units. A&S: LA

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**L03 East Asia 4996. Advanced Seminar: Islam in China**

Same as History 4996

Credit 4 units. A&S: TH, CD

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**Contact Person:**

Toni Loomis

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314/935-5073

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**Departmental website:**

<http://ias.wustl.edu>

## Arts & Sciences: Economics

The economics program explores the problems of a modern economy and introduces the methodological tools economists use. It emphasizes the development of analytical models and their application to important economic, social, and political issues such as inflation, unemployment, taxation, poverty, pollution, and government decision-making and regulation. Our faculty, which is made up of leading teacher-scholars, includes specialists in economic history, game theory, microeconomics, industrial organization, macroeconomics and monetary economics, political economy, and public finance.

The study of economics contributes to a broad liberal arts education and helps you develop good problem-solving skills. It is an excellent course of study to pursue, whether you plan to enter the workforce after graduation or you are considering graduate work in law, engineering, or the social sciences. Economics provides excellent preparation for careers in business, either immediately following graduation or after completing master's-level graduate work in business (e.g., M.B.A., M.ScFin). In addition to the introductory and intermediate economic theory courses, courses that have particular relevance for business include: Econ 335, 413, 4151, 428, 451, 452, 456, and 487. Economics students with business interests should strongly consider completing at least one internship (academic credit for unpaid internships is available via Econ 299) to obtain practical business experience, and they should discuss with their advisers the possibility of taking courses such as accounting in the Olin Business School.

### Chair

#### **Michele Boldrin**

Joseph Gibson Hoyt Distinguished Professor in Arts & Sciences  
Ph.D., University of Rochester

### Associate Chair

#### **John H. Nachbar**

Ph.D., Harvard University

### Endowed Professors

#### **Costas Azariadis**

Edward Mallinckrodt Distinguished University Professor in Arts & Sciences  
Ph.D., Carnegie-Mellon University

#### **David K. Levine**

John H. Biggs Distinguished Professor of Economics; Director of the Missouri Social Science Experimental Laboratory  
Ph.D., Massachusetts Institute of Technology

#### **Douglass C. North**

Spencer T. Olin Professor in Arts & Sciences  
Ph.D., University of California–Berkeley

#### **Werner Ploberger**

Thomas H. Eliot Distinguished Professor in Arts & Sciences  
Ph.D., Vienna University of Technology

#### **Robert A. Pollak**

Herrnreich Distinguished Professor of Economics  
Ph.D., Massachusetts Institute of Technology

#### **Norman J. Schofield**

William Taussig Professor of Political Economy  
Litt.D., Liverpool University

#### **Ping Wang**

Seigle Family Professor  
Ph.D., University of Rochester

#### **Murray L. Weidenbaum**

Edward Mallinckrodt Distinguished University Professor  
Ph.D., Princeton University

#### **Stephen Williamson**

Robert S. Brookings Distinguished Professor in Arts & Sciences  
Ph.D., University of Wisconsin

### Professors

#### **Lee K. Benham**

Ph.D., Stanford University

#### **Marcus Berliant**

Ph.D., University of California–Berkeley

#### **Steven Fazzari**

Ph.D., Stanford University

#### **Sebastian Galiani**

Ph.D., University of Oxford

#### **Rodolfo Manuelli**

Director of Center for Dynamic Economics  
Ph.D., University of Minnesota

#### **Robert P. Parks**

Ph.D., Purdue University

#### **Bruce Petersen**

Ph.D., Harvard University

### Associate Professors

#### **Gaetano Antinolfi**

Ph.D., Cornell University



**Sukoo Kim**

Ph.D., University of California–Los Angeles

**Assistant Professors****Pamela Jakiela**

Ph.D., University of California–Berkeley

**Stephanie Lau**

Ph.D., Yale University

**Juan Pantano**

Ph.D., University of California–Los Angeles

**Raul Santaaulalia-Llopis**

Ph.D., University of Pennsylvania

**Yongseok Shin**

Ph.D., Stanford University

**Adjunct Professors****Melanie Blackwell**

Assistant to the Chair

Ph.D., University of Kentucky

**Dorothy Petersen**

Academic Coordinator

Ph.D., Northwestern University

**Professors Emeriti****Edward Greenberg**

Ph.D., University of Wisconsin

**Charles L. Leven**

Ph.D., Northwestern University

**Wilhelm Neuefeind**

Ph.D., Universität Bonn

**Fredric Q. Raines**

Ph.D., University of Wisconsin

**The Major in Economics**

**Total units required:** 36

**Required courses:**

Econ 1011 and 1021

Math 132 (or a more advanced calculus course)

Math 2200 (or an alternative statistics course, which must be approved by the department)

Econ 493 or Math 233

Econ 4011 and 4021, usually taken in the sophomore or junior year

**Elective courses:**

Four (12 units) advanced economics electives, at least two of which must have an Econ 4011 or 4021 prerequisite

**Additional Information**

**Senior Honors:** Students are invited (in the second semester of the junior year) to participate in the Honors program during their senior year if they meet certain academic requirements. To graduate with Latin Honors, one of the major electives must be Econ 413 and you must either complete two additional 4011/4021 prerequisite electives or write an Honors thesis (via Econ 498/499).

More information on the major, the minors, course offerings, and the Honors Program are in the Economics Undergraduate Guide, available at [economics.wustl.edu](http://economics.wustl.edu) and from the department. You also are encouraged to contact the Academic Coordinator with any questions you may have.

**The Minor in General Economics**

**Units required:** 15

**Required courses:**

Econ 1011 (103B). Introduction to Microeconomics

Econ 1021 (104B). Introduction to Macroeconomics

Econ 4011 (401). Intermediate Microeconomic Theory

Econ 4021 (402). Intermediate Macroeconomic Theory

**Elective and prerequisite courses:**

One elective having at least Econ 1011 (103B) and/or Econ 1021 (104B) as a prerequisite course.

**Prerequisites:** The prerequisite course for Econ 4011 is Math 132. In addition, Math 233 or Econ 493 must be taken prior to, or concurrent with, enrollment in Econ 4011. The prerequisite course for Econ 4021 is Econ 4011. *Refer to the Economics Undergraduate Guide for treatment of AP/IB/British A-level credit.*

**The Minor in Applied Macroeconomics**

This minor is available ONLY to students who have completed Econ 402 prior to FL 2009.

**Units required:** 15

**Required courses:**

Econ 1011 (103B)\*. Introduction to Microeconomics

Econ 104B\*. Introduction to Political Economy: Macroeconomics

Econ 402. Income and Employment Theory

*\*Refer to the Economics Undergraduate Guide for treatment of AP/IB/British A-level credit.*

**Elective courses:**

One elective having Econ 402 (Econ 4021) as a prerequisite course.

One elective having at least Econ 1011 (103B) and/or Econ 1021 (104B) as a prerequisite course.

## The Minor in Applied Microeconomics

**Units required:** 15

**Required courses :**

Econ 1011 (103B). Introduction to Microeconomics  
Econ 1021 (104B). Introduction to Macroeconomics  
Econ 4011 (401). Intermediate Microeconomic Theory

**Elective and prerequisite courses:**

One elective having Econ 4011 as a prerequisite course.

One elective having at least Econ 1011 (103B) and/or Econ 1021 (104B) as a prerequisite course.

**Prerequisites:** The prerequisite course for Econ 4011 is Math 132. In addition, Math 233 or Econ 493 must be taken prior to, or concurrent with, enrollment in Econ 4011. *Refer to the Economics Undergraduate Guide for treatment of AP/IB/British A-level credit.*

**L11 Econ 1011. Introduction to Microeconomics**

Determination of prices; distribution of national income; theory of production. Examination schedule: Midterm exams, at which attendance is required, are given from 6:30 to 8:30 p.m. on October 1 and November 11. For a thorough introduction to economics, Econ 1021 (104B) also should be taken.

Credit 3 units. A&S: SS, QA

**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 (103B) also should be taken.

Credit 3 units. A&S: SS, QA

**L11 Econ 124. Principles of Macroeconomics Seminar with Computing Applications**

Introduction to macroeconomic principles including business fluctuations, monetary and fiscal policy, inflation, and international exchange rates. Students use modern computing resources to complete various assignments such as retrieving price indices and

constructing a web page. This course substitutes for Econ 1021 (104B) for all major and minor requirements. Enrollment limited to 25 students.

Credit 3 units. A&S: SS, QA FA: SSP

**L11 Econ 205. Napster, AIDs and Intellectual Property**

Controversy surrounds the downloading of music over the internet, and the aggressive response of the RIAA to protect their copyrights. Included in this is the lawsuit against Grokster, and the bringing of lawsuits against individual music lovers. Also controversial is the patent protection afforded AIDs drugs, resulting in such high prices that they are unavailable in Africa, the area most devastated by AIDs. Copyrights and patents are justified in the U.S. Constitution by Article I Section 8: "The Congress shall have Power to ... promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries." The goal of this seminar is to examine from an economic perspective to what extent modern intellectual property law does in fact "promote the Progress of Science and useful Arts."

Credit 1 unit. A&S: SS

**L11 Econ 290. Sophomore Research Seminar**

Seminar for sophomores to develop research skills in economics. Work consists of an original research paper to be completed by the student by the end of the semester under supervision of the instructor. The paper may describe an economic problem and survey the relevant research literature, although original research is encouraged. Some group meetings may be scheduled but most of the contact is in individual meetings by appointment with the instructor. Prerequisites: Econ 1011 (103B) and 1021 (104B), sophomore standing, GPA of 3.0 or higher.

Credit 3 units. A&S: SS

**L11 Econ 299. Internship**

Students may receive up to 3 units of credit for an approved, faculty-sponsored internship. The internship must be approved by the Career Center and supervised by a faculty member. Prerequisites: Econ 1011 (103B) and 1021 (104B).

Credit variable, maximum 3 units. FA: SSP

**L11 Econ 309W. Microeconomics of Public Policy**

We explore the key public policy issues with particular focus on the prominent issues in the current election cycle using the worldview of economists. Topics investigated may include: immigration, health care, education, housing, energy and the environment. We identify and objectively analyze the problems surrounding the selected issues, including their causes, consequences, and measurement. Prerequisite: Econ 1011 (103B).

Credit 3 units. A&S: SS, WI

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**L11 Econ 326. American Economic History**

Basic theoretical concepts applied to analyze the changing structure and performance of the American economy from colonial times to the present. Prerequisites: Econ 1011 (103B) and 1021 (104B).

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L11 Econ 335. Money and Banking**

Money and the monetary system; money creation by the banking system; central bank functions; monetary theory and economic policy. Prerequisite: Econ 1011 (103B) and 1021 (104B).

Credit 3 units. A&S: SS FA: SSP

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**L11 Econ 348. Economic Realities of the American Dream**

Exploration of the realities of economic life in the United States and how they correspond to the American Dream. Interdisciplinary perspectives from economics, sociology, and other areas of social inquiry. Emphasis on the consistency between empirical data and different concepts of the American Dream. Specific topics to include sources of economic growth and changing living standards, unemployment, impact of globalization on U.S. citizens, economic mobility, poverty and inequality, and social justice. Prerequisites: Econ 1011 (103B) and 1021 (104B), or consent of the instructors.

Credit 3 units. A&S: SS

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**L11 Econ 352. Health Economics**

Analysis of consumer demand for health care, medical technology, and the role of health insurance. Emphasis placed on behavior of the physician (whether he acts as an agent for the consumer or on his own behalf); on the use of paramedics, preventive care, outpatient care, and the general market organization of the health industry. The major concern is the rising cost of health care and appropriate public policy responses. Prerequisite: Econ 1011 (103B).

Credit 3 units. A&S: SS FA: SSP

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**L11 Econ 372. Political Economy of Development in Africa**

The course explores poverty and economic development in sub-Saharan Africa. The first half of the course examines the causes of Africa's persistently slow growth and underdevelopment, focusing on the relative importance of geography, Africa's unique historical experience, and current political institutions. The second half of the course explores development issues of particular relevance in Africa, including democracy and political instability, civil conflict, HIV/AIDS, rural poverty, and food security. Prerequisite: Econ 1011 (103B).

Credit 3 units. A&S: SS, CD, SD

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**L11 Econ 375. International Trade and Finance**

Concept of comparative advantage arguments for free trade and protectionism and balance of payments adjustment over fixed and flexible exchange rates. Prerequisites: Econ 1011 (103B) and 1021 (104B).

Credit 3 units. A&S: SS FA: SSP

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**L11 Econ 380. Labor and the Economy**

Economic analysis of labor markets. Theory and policy applications of labor supply and labor demand; explanations of wage and income differentials; migration and immigration; discrimination; labor unions; unemployment. Prerequisite: Econ 1011 (103B).

Credit 3 units. A&S: SS FA: SSP

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**L11 Econ 390. Junior Research Seminar**

Seminar for juniors to develop research skills. Work consists of an original research paper to be completed by the student by the end of the semester under supervision of the instructor. The research topic should apply economic theory and data analysis skills. Students are encouraged to collect original data where feasible. Some group meetings may be scheduled but most of the contact is in individual meetings by appointment with the instructor. Registration in this course is encouraged for students considering senior honors work in economics. Note that this course does not satisfy economics major requirements. Prerequisites: Econ 4011 (401) and 4012 (402) (concurrent registration is acceptable), junior standing, GPA of 3.3 or higher.

Credit 3 units. A&S: SS

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**L11 Econ 4011. Intermediate Microeconomic Theory**

Analytic theory of consumer and producer behavior under perfect and imperfect competition. Coverage of demand theory (indifference curves and utility functions and preferences under uncertainty) including expected utility and risk aversion. Development of general equilibrium under pure exchange, including the concepts of competitive equilibrium and Pareti 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 subgame perfect equilibria. Thorough training in intermediate theory would require both Econ 4011 (401) and Econ 4021 (402). Prerequisites: Econ 1011 (Econ 103B), Math 131, Math 132, and concurrent enrollment in, or prior completion of, either Math 233 or Econ 493 (Mathematical Economics).

Credit 3 units. A&S: SS

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**L11 Econ 4021. Intermediate Macroeconomic Theory**

National income and labor market measurement. Business cycle fact and consideration of alternative explanations for business cycle phenomena. Development of Solow growth model, along

with theories of endogenous growth and an examination of reasons for differences in growth rates across countries. General equilibrium description of firms and consumers in labor and product markets. Implementation of monetary and fiscal policy, and exploration of the impact of policy changes on the macroeconomy. Prerequisites: Econ 1021 (Econ 104B) and Econ 4011 (401).

Credit 3 units. A&S: SS

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#### **L11 Econ 403. Economics of Law**

The course provides a standard introduction to the economic analysis of law. Mastery of basic economic approaches to the study of legal institutions is a valuable skill that benefits a broad range of students. Students planning to pursue careers in the private and public sectors as well as those planning to attend graduate school will find this course extremely useful. The course spans the growing field of law and economics, starting with the early insights of the late 1960s and early '70s and ending with state-of-the-art contributions made in the past few years. The plan for the course includes the more recent trend toward empirical implementation of the insights set forth by the early theoretical contributions in the field. The course covers the fundamental contributions made by the economic approach in four core areas: property law, contract law, tort law, and criminal law. We also cover several topics in the economics of litigation. Time permitting, topics in more recent areas of law and economics are covered as well. In particular, time is devoted to exploring economic arguments in areas that inform some of the most heated current policy debates in the United States, such as criminal records policy, the estate tax, Affirmative Action, eminent domain, and the market for body organs. Prerequisite: Econ 4011 (401).

Credit 3 units. A&S: SS

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#### **L11 Econ 404. Behavioral Economics**

This course provides an overview of behavioral economics, an emerging sub-field that integrates insights from psychology into economic models of behavior. We study ways in which individuals systematically depart from assumptions such as perfect rationality, self interest, time consistency, etc; and discuss the economic ramifications of these predictable but "irrational" behaviors. The course covers three main classes of topics: (1) nonstandard preferences; (2) nonstandard beliefs; and (3) nonstandard decision rules. The methodological focus of the course is on economic theories of individual decision making, and on the experimental tests of these theories conducted by both economists and psychologists. Prerequisites: Econ 4011 (401) and Math 2200.

Credit 3 units. A&S: SS

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#### **L11 Econ 411. Optimization and Economic Theory**

An introduction to mathematical optimization and its applications within economics. The course is designed for, and should be taken by, all undergraduates considering graduate study in economics, but all interested students are welcome. Prerequisites: Econ 4011 (401), Math 233, and Math 309, or permission of the instructor.

Credit 3 units. A&S: SS

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#### **L11 Econ 413. Introduction to Econometrics**

Course provides a basic working knowledge of econometrics. Topics include: translation of economic theory into statistical models; statistical foundations of econometrics; preregression analysis; bivariate and multiple regression techniques; hypothesis testing; multicollinearity; specification error; auto correlation; errors in variables; identification; and simultaneous estimation. Prerequisites: Econ 1011 (103B), Econ 1021 (104B), and Math 2200 or equivalent.

Credit 3 units. A&S: SS FA: SSP

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#### **L11 Econ 415. Applied Econometrics**

Introduction to econometrics as it is applied in microeconomics and macroeconomics (modular). 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. Topics related to the analysis of macroeconomic data include linear time series models; practical issues with likelihood-based inference; forecasting; structural identification based on timing restrictions; and computational methods for hypothesis testing. Prerequisites: Econ 4011 (401) and Econ 413.

Credit 3 units. A&S: SS

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#### **L11 Econ 423. Western Economic History**

A detailed discussion of the circumstances surrounding the industrialization of the Western world in the 18th and 19th centuries, with special attention given to Britain, France, and Germany. Various hypothesis regarding economic growth and development are examined in the light of the latest evidence and with the use of basic economic reasoning. Prerequisites: Econ 4011 (401) or Econ 1011 (103B) and written permission of instructor.

Credit 3 units. A&S: SS BU: IS FA: SSP

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#### **L11 Econ 426W. Comparative Systems in Theory and Practice**

This class focuses on understanding and evaluating several theories of economic development, the implementation of these theories in various countries, and the consequences of those policies. The course then provides a historical examination of the arguments for and against capitalism and for the alternatives. The focus is on understanding and evaluating those arguments. We

look at the correspondence between what various writers asserted would happen and what actually happened. We read Smith, Marx, Lenin, Hayek, Von Mises, Lange, Schumpeter, Schelling, Coase, and North among others. We examine in some detail how economists over time have evaluated Soviet, Chinese, North Korean, and Singapore economic performance and what the current evidence suggests actually happened. We examine in less detail the modern forms of mercantilism, autarky, kleptocracy, despotism, fascism, and Nazi regimes. Prerequisite: Econ 4011 (401). Please note: Requests for online registration are wait listed. Students must sign up for this course in the Economics office, 307 Seigle. Refer to emailed advising memo from D. Petersen for further details.

Credit 3 units. A&S: SS, WI

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**L11 Econ 428. Capital Market Imperfections and Entrepreneurial Finance**

Analysis of problems in capital markets for firm financing and the 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 (401).

Credit 3 units. A&S: SS FA: SSP

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**L11 Econ 435. Open Economy Macroeconomics**

This course begins with a review of international trade theory, of the balance of payment accounts, and their relationship to international borrowing and lending. We then study the asset approach to exchange rates determination, exchange rate behavior in the short and in the long run, and the relationship of exchange rates with prices and output. The course also explores monetary and fiscal policy under both fixed and floating exchange rates, macroeconomic policy coordination and optimum currency areas, international debt problems of developing countries, and their relation to stabilization program. Prerequisite: Econ 4021 (402).

Credit 3 units. A&S: SS FA: SSP

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**L11 Econ 444. Innovation and Intellectual Property: Theory and Practice**

Innovation-figuring out better and cheaper ways of satisfying human desires-is the key to improving our well-being. It is not patient saving and accumulation that makes us so much better off than we used to be: capital accumulation is only the conduit through which the innovation juices flow. The question is: What drives it? How come some societies are apparently much more innovative than others? How come we have the impression that most useful inventions took place in the past three centuries? Are

there policies that help fostering innovation and others that hurt? The course tries to address these questions. Economists have many theories of innovation, some better than others. We look at the theories, we examine the facts (past and present), then we go back to the theories and reconsider their explanatory power. With this background, we approach the debate about intellectual property, what it is and what it is not good for, whose interests it serves, and whose well-being it thwarts. Prerequisite: Econ 4011 (401).

Credit 3 units. A&S: SS

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**L11 Econ 445. Public Finance**

The study of fundamental forms of market failure that provide the economic rationale for government action. The first third of the class examines market failure when an economy contains externalities and public goods and the general nature of public policies that address these issues. The second third addresses particular public policies, with a focus on their intended and unintended consequences and their costs. The final third addresses taxation. Topics include the measurement and evaluation of tax burdens, the federal personal income tax, tax evasion, and proposals for fundamental tax reform. We use microeconomic theory and elementary calculus to reveal the common core of ideas behind these discussions, but the focus of the course is on applications. Prerequisite: Econ 4011 (401).

Credit 3 units. A&S: SS FA: SSP

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**L11 Econ 448W. Current Macroeconomic Issues**

Review and extension of macroeconomic models from Econ 4021 (402) 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. Writing are revised to improve logical structure, clarity, and style. Enrollment limited to 15 students with priority given to senior economics majors. Prerequisite: Econ 4021 (402). Please note: Requests for online registration are wait-listed. Students must sign up for this course in the Economics office, 307 Seigle. Refer to emailed advising memo from D. Petersen for further details.

Credit 3 units. A&S: SS, WI FA: SSP

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**L11 Econ 451. Environmental Policy**

Course examines the relationship between environmental economics and environmental policy. The course focuses on air pollution, water pollution, and hazardous wastes, with some attention given to biodiversity and global climate change. The course examines critically two prescriptions that economics usually endorses: (1) "balancing" of benefits against costs (e.g., benefit-cost analysis) and the use of risk analysis in evaluating policy alternatives; and (2) use of market incentives (e.g., prices, taxes, or



charges) or "property rights" instead of traditional command-and-control regulations to implement environmental policy. Prerequisite: Econ 1011 (103B).

Credit 3 units. A&S: SS BU: BA, ETH FA: SSP

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#### **L11 Econ 452. Industrial Organization**

Theoretical and empirical analysis of the presence and value of competitive forces in the United States economy. Theories of industrial organization and development of criteria for performance of noncompetitive industries. Prerequisite: Econ 4011 (401).

Credit 3 units. A&S: SS FA: SSP

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#### **L11 Econ 456. Business, Government, and the Public**

The increasingly complex interrelationships among business, government, and the public, focused on a set of major problems currently involving these relationships. Prerequisites: Econ 1011 (103B), 1021 (104B), and junior standing.

Credit 3 units. A&S: SS, QA FA: SSP

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#### **L11 Econ 458. The Theory of Property Rights**

Develops a theory of property rights and explores the implication of various property rights structures for resource allocation and economic development. Theory developed by Ronald Coase, Harold Demsetz, Armen Alchian, Steven Cheung, and others are examined and we discuss various types of property rights such as sharecropping, slavery, and serfdom as well as property rights in modern market and socialist economies. Prerequisite: Econ 4011 (401) or consent of instructor. Please note: Requests for online registration are wait-listed. Students must sign up for this course in the Economics office, 307 Seigle. Refer to emailed advising memo from D. Petersen for further details.

Credit 3 units. A&S: SS FA: SSP

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#### **L11 Econ 460. Urban Economics**

Economic function of the city and the role of the city in a national economy. Local decision making; financing of local government expenditures. An analysis of selected urban problems, such as causes and effects of housing market segregation; decay and abandonment; landlord-tenant relations; crime; and urban transport systems. Prerequisite: Econ 4011 (401).

Credit 3 units. A&S: SS FA: SSP

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#### **L11 Econ 467. Game Theory**

Introduction to the mathematical theory of games as applied to the study of economics. Topics include games of complete and incomplete information, noncooperative games with and without time dependency, and cooperative games with and without transferable utilities. Emphasis placed on game theoretic models of industrial organization and political economy. Prerequisites: Econ 4011 (401), Math 233, and Math 2200.

Credit 3 units. A&S: SS FA: SSP

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#### **L11 Econ 471. Development Economics**

Investigation of issues related to the development of the economies of third-world countries. Topics include economic growth, poverty, and the distribution of income with an emphasis on labor markets and education. Consideration of the effectiveness of various institutional policies designed to encourage development including decentralization and privatization. Empirical examples drawn from international experience, especially Latin America. Prerequisites: Econ 4011 (401) and Econ 413.

Credit 3 units. A&S: SS

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#### **L11 Econ 472. Topics in Growth and Development**

This course highlights important empirical facts concerning growth and development in various countries at different development stages. Fundamental growth theory is then provided for explaining these facts systematically and for evaluating the consequences of commonly adopted development policies. Topics vary, but may include population; human capital and labor market development; R&D and innovation; finance and growth; modernization and industrial transformation; world income disparities and poverty problems; institutions and political economy issues; environmental and social factors; and international trade and economic integration. Prerequisites: Econ 4011 (401) and 4021 (402).

Credit 3 units. A&S: SS

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#### **L11 Econ 4721. Advanced Topics in Modern Economic Growth**

This course studies economic theories that explain the observed patterns of economic development across time and space. What explains the growth of the world economy since the Industrial Revolution? Why are the level and the growth rate of per-capita income so different across countries? What are the determinants of inequality and risk faced by individuals in different countries? Theories featuring the role of investment, human capital, technology, coordination, financial markets, and environmental variables are presented. Theories are evaluated using historical data and detailed case studies. This course is designed to complement Econ 472. Prerequisite: Econ 4011 (401).

Credit 3 units. A&S: SS

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#### **L11 Econ 475. International Trade**

Analysis of international trade from different perspectives: Ricardian, Heckscher-Ohlin, and new trade theories. Topics include patterns of trade, gains from trade, protectionism, international factor movements, political economy of trade policy, balance of payments, exchange-rate determination, and international investment. Rigorous application of price theory to trade issues and in-depth discussion of current international policy questions. Prerequisite: Econ 4011 (401).

Credit 3 units. A&S: SS BU: IS FA: SSP

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**L11 Econ 4861. Seminar in Macro and Monetary Economics**

Topics chosen by instructor from modern empirical and theoretical research papers in macroeconomics. Student participation in class discussions of research papers is essential. Topics vary, but may include the link between capital markets, consumption, and investment; imperfect competition and macroeconomic fluctuations; real business cycles models; and post-Keynesian macroeconomics. Prerequisites: Econ 4011 (401), 4021 (402), and 413. Please note: requests for online registration are wait-listed. Undergraduates must receive instructor permission to be enrolled. Graduate students should register for Econ 586B.

Credit 3 units. A&S: SS

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**L11 Econ 487. Applied Financial Modeling**

Topics in financial economics, including portfolio theory, the capital asset pricing model, the efficient markets hypothesis, and models of time-varying market volatility, with an emphasis on empirical applications of theoretical concepts using Microsoft Excel. Cultivation of practical programming skills is designed to complement application of economic theory to financial markets. Prerequisite: Econ 4011 (401) and 413.

Credit 3 units. A&S: SS FA: SSP

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**L11 Econ 490. Independent Work**

Prerequisites: senior standing and permission of the chair of the department. Credit to be determined.

Credit variable, maximum 6 units. FA: SSP

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**L11 Econ 4901. Research Experience in Institutional Analysis**

After completing two courses in the minor in Institutional Social Analysis, students may apply to participate in a research program with the participation of the faculty supervisor. Students are chosen on the basis of their academic record and the appropriateness of the research project. Up to 10 students are selected each year. Students are expected to devote at least 10 hours per week on research, and participate in a Research Experiences for Undergraduates conference to be held each semester. Prerequisites: approval of faculty adviser and coordinator of program.

Credit 3 units.

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**L11 Econ 493. MATHEMATICAL ECON**

The objective of this course is to develop the mathematical tools necessary for the study of intermediate micro- and macroeconomic theory and the advanced electives in economics. The principal focus is the calculus of multivariate functions, including total and partial differentiation, unconstrained and constrained optimization of multivariate functions, and implicit and inverse function rules. Time permitting, the application of prior utility theory and production and cost is developed. Additional topics include difference equations and an introduction to matrices. Economics majors and minors must take either this course or Math 233 prior

to, or concurrent with, Econ 4011 (401). Students who have taken, or are taking, Math 233 are encouraged to take this course as well. Prerequisites: Econ 1011 (103B) and 1021 (104B), and Math 132. Credit 1 unit. A&S: SS

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**L11 Econ 496. Teaching Practicum in Economics**

Opportunity for undergraduates to assist in course instruction, tutoring, and preparation of problems, readings, and exam materials under supervision of faculty. Note: this course does not count toward the major in economics.

Credit variable, maximum 3 units. A&S: SS FA: SSP

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**L11 Econ 497. Research in Economics**

Opportunity to work as part of a research project under faculty supervision. This course does not count toward the major in economics. May be repeated for credit.

Credit variable, maximum 3 units. A&S: SS FA: SSP

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**L11 Econ 498. Honors Seminar**

Advanced application of economic theory to policy problems. Prerequisite: invitation into departmental Honors Program.

Credit 3 units. A&S: SS FA: SSP

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**L11 Econ 499. Study for Honors**

Independent reading and research under faculty direction leading to a senior honors thesis. Prerequisites: invitation into the departmental Honors Program.

Credit 3 units. A&S: SS FA: SSP

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## Arts & Sciences: Education

The Department of Education offers you a choice between two basic types of majors: the teacher education major, which allows you to prepare for a career as a teacher, and the educational studies major, which allows you to study educational institutions and their sociocultural contexts and processes.

Our teacher education programs prepare you to teach in your choice of elementary, middle, or high school settings. While this major prepares you for a teaching career, you also will be prepared to seek a position in a cultural institution or educational agency.

Our teacher education majors provide you with 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 your senior year as part of an integrated professional semester of interrelated courses and teaching experiences in a local school. You also will have other opportunities to participate in field experiences because school visits and observations are included in many additional teacher education courses.

### Chair

#### William F. Tate

Edward Mallinckrodt Distinguished University Professor in Arts & Sciences  
Ph.D., University of Maryland, College Park

### Professors

#### Carol Camp Yeakey

Ph.D., Northwestern University

### Associate Professors

#### Thomas W. Allen

Ed.D., Harvard University

#### Garrett A. Duncan

Ph.D., The Claremont Graduate School

#### Mary Ann Dzuback

Ph.D., Columbia University

#### R. Keith Sawyer

Ph.D., University of Chicago

### Assistant Professors

#### Rowhea Elmesky

Ph.D., Florida State University

#### Korina Jocson

Ph.D., University of California–Berkeley

#### Anne Newman

Ph.D., Stanford University

### Senior Lecturers

#### Judy Lamb

M.A. Ed., Washington University

#### Madonna Riesenmy

Ph.D., Washington University

### Affiliate Faculty

#### John Baugh

Margaret Bush Wilson Professor in Arts & Sciences  
Ph.D., University of Pennsylvania

#### William W. Clark

Ph.D., University of Michigan

#### Sarah C.R. Elgin

Viktor Hamburger Professor in Arts & Sciences  
Ph.D., California Institute of Technology

#### Patrick C. Gibbons

Ph.D., Harvard University

#### Robert H. Koff

Ph.D., University of Chicago

#### Mark A. McDaniel

Ph.D., University of Colorado

#### Rebecca Treiman

Baker Professor of Child Developmental Psychology  
Ph.D., University of Pennsylvania

#### James V. Wertsch

Marshall S. Snow Professor in Arts & Sciences; Associate Vice  
Chancellor for International Affairs  
Ph.D., University of Chicago

## The Major in Education

Our major in educational studies examines the historical, social, cultural, psychological, and public policy aspects of education. As an educational studies major, you may choose to observe in schools, to engage in internships, or to work with faculty members on their research. Many educational studies majors pursue graduate or professional study; however, this major also prepares you to work in educational, nonprofit, or government agencies.

You should seek admission to a teacher preparation program early in your sophomore year. To be eligible you must pass an entrance examination mandated by Missouri and have at least a 2.8 grade point average. In addition, you should consult with an Education Department adviser as early as possible to ensure that you fulfill College of Arts & Sciences, departmental, and professional requirements for certification. Upon completion of your program, a satisfactory records check, and the recommendation of the Washington University Department of Education, the Missouri Department of Elementary and Secondary Education issues you a teaching certificate if you have passed the relevant parts of the PRAXIS teaching exit test and have an overall grade point average of at least 2.5 and no grade lower than C in required field or education course work. Additional grade point average requirements exist for secondary majors and the middle school teacher education option. The following teacher education majors are available:

## The Major in Elementary Teacher Education

**Total units required:** 48

This major prepares you to teach grades one through six and may be completed within a four-year undergraduate degree. You are required to complete a second major other than education and complete the following Education courses:

- 3 credits in Educational foundations (Educ 301, 453B, 459F, or 481)
- Educ 313B, 4052, 408, 4681, 470, 4831, and 4911
- Math 266
- The methods block—Educ 4731, 4741, 4751, 4771, 4841, and 525. During the spring of the junior year, you must enroll in the methods block.
- Elementary student teaching (Educ 4911) occurs during the fall of your senior year, during which you concurrently enroll in Educ 470 and 4831.

## The Major in Middle School Teacher Education

**Total units required:** 44

This option prepares you to teach in middle school grades five through nine. You must major in a subject field taught at the middle school level (English, science, mathematics, or social studies) and maintain a 3.0 grade point average in that content field. In addition, you are required to take the following Education courses:

- 3 credits of Educational foundations (Educ 301, 453B, 459F, or 481)
- Educ 325, 4052, 408, 4451, 4681, 4821, and 4843
- Your content area's curriculum and instruction course

- Educ 4922, 4951, 4952, and 5681. This course work includes a semester of student teaching during your senior year.

The middle school teacher education option may be done in conjunction with the secondary major (all requirements for both must be met including student teaching at both levels). Students who choose middle school will student teach in the spring of their senior year. Some education course work will be taken concurrently with student teaching, but that course work will vary depending upon the option selected.

## The Major in Secondary Teacher Education

**Total units required:** 30-33

This major prepares you to teach in a senior high school, grades nine through 12. You are required to complete a major in a teaching field, such as English, mathematics, sciences, or social studies and to maintain a 3.0 grade point average in that content major. In addition, you are required to take the following Education courses:

- 3 credits of Educational foundations (Educ 301, 453B, 459F, or 481)
- Educ 4052, 408, 4821, 4843
- Your content area's curriculum and instruction course
- Educ 492, and Educ 5681. This course work includes a semester of student teaching (Educ 492) during the spring of your senior year during which you concurrently enroll in Educ 4821.

**K–12 Teacher Education Major:** This major prepares you to teach K–12 in the areas of art, foreign languages, and Latin. You are required to complete a major in your teaching field and to maintain a 3.0 grade point average in that content major. In addition, you are required to take the following Education courses: 3 credits of Educational foundations (Educ 301, 453B, 459F, or 481); Educ 4052, 408, 4821, 4843; your content area's curriculum and instruction course; Educ 494, and Educ 5681. This course work includes a semester of student teaching (Educ 494) during the spring of your senior year during which you concurrently enroll in Educ 4821.

## The Major in Educational Studies

**Total units required:** 24

This major applies the perspectives and methods of various disciplines to questions about educational institutions and processes and the social and cultural factors that affect them. You are required to complete 24 units of advanced study as follows:

- three courses selected from Educ 304, 4344, 4621, 453B, 459F, 462, and 481
- one or two courses selected from Educ 300, 337, 4052, 408, 4484, 461BP, and 5122
- one or two courses selected from Educ 300, 301C, 303R, 313B, 4288, 4315, 4511P, 4608P, 4621, 489, 557
- one elective
- in the senior year, either 404 (Honors) or 4999 (Capstone Seminar)

Educational studies majors are strongly urged to choose a second major.

## Additional Information

**Senior Honors** : If you wish to pursue Honors study, you need to contact the departmental Honors Coordinator about eligibility. Qualifications for eligibility include a minimum 3.5 grade point average and completion of some education course work. Honors study involves both demonstration of acquired knowledge and a thesis based on an original research project. You may contact a faculty Honors adviser as early as the sophomore year, but ideally this is done during the junior year.

**Title II**: Section 207 of Title II of the Higher Education Act mandates that Washington University's teacher education programs (or Department of Education) make public specific teacher education performance data. That information can be found on the Department of Education website at [www.artsci.wustl.edu/~educ/WashU Title II Report 07 08.pdf](http://www.artsci.wustl.edu/~educ/WashU%20Title%20II%20Report%2007%2008.pdf).

## The Minor in Learning Sciences

The goal of the learning sciences minor is to provide students with an opportunity to gain a working knowledge of the latest research on how children learn, and to be able to use that knowledge to design more effective learning environments.

**Units required:** 18

### Required courses:

Educ 204. Introduction to the Learning Sciences

And one of the following courses:

Psych 360. Cognitive Psychology

Psych 4302. Cognitive Psychology Applied to Education

### Elective courses:

Choose four from among the following upper division courses:

Educ 338. Computer Technology in Education

Educ 304. Educational Psychology

Educ 4033. Using Digital Video Technology to Analyze Learning

Educ 4414. Learning Technologies for Math and Science

Educ 4415. Introduction to the Learning Sciences in Math, Science, and Technology

Educ 4055. Central Topics in Learning Sciences Research

Psych 361. Psychology of Learning\*

Psych 380. Human Learning and Memory\*

\*Psychology 100B is the prerequisite for all 300-level and above psychology courses.

## The Minor in Educational Studies

**Units required:** 18

### Required courses:

Discipline-based study (2 courses required):

Educ 304. Educational Psychology

Educ 4344. Seminar in Black Social Science

Educ 453B. Sociology of Education

Educ 459F. Philosophies of Education

Educ 462. The Politics of Education

Educ 4621. Political Economy of Urban Education

Educ 481. History of Education in the United States

Individual Processes of Education (one course required):

Educ 300. Cognitive Bases of Peak Performance

Educ 337. Play and Development

Educ 4052. Educational Psychology: Teaching and Learning in School Settings

Educ 408. Education and Psychology of Exceptional Children

Educ 461B. The Construction and Experience of Black Adolescence

Social Context of Education (one course required):

Educ 301C. The American School

Educ 303R. Gender and Education

Educ 313B. Education Childhood and Society

Educ 4288. Higher Education in American Culture

Educ 4289. Neighborhood Schools and Social Inequalities

Educ 4315. Culture, Language, and the Education of Black Students

Educ 4511. Race, Ethnicity and Culture: Qualitative Studies in Education

Educ 4608. The Education of Black Children and Youth in the United States

Educ 489. Education and Public Policy in the United States

Educ 4280. History of Urban Schooling in the United States

### Elective courses:

The remaining 8 units are electives that can be satisfied with any courses from the above lists.

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**L12 Educ 200. Topics in Education:**

Introduction to broad areas of educational concern. Topics vary by semester.

Credit 3 units. A&S: SS BU: HUM FA: SSP

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**L12 Educ 204. Introduction to the Learning Sciences**

This course is an introduction to the science of how people learn. Research in the learning sciences explores learning across diverse educational contexts, including formal settings such as classrooms and informal settings such as after-school programs, families, and social science disciplines. Many learning scientists are using advanced information technology to develop multimedia and Internet-based learning environments. Students learn about foundational theoretical approaches, empirical research, and new learning environments that are based on this research.

Credit 3 units. A&S: SS BU: BA

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**L12 Educ 234. Introduction to Speech and Hearing Disorders**

Introduction to the fields of speech-language pathology, audiology, education of hearing-impaired children, and speech and hearing sciences. Normal speech and hearing processes are discussed, as well as communication disorders. Selected research topics in speech and hearing sciences are presented.

Credit 3 units.

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**L12 Educ 300. Topics in Education:**

An examination and appraisal of major educational issues, drawing on normative frameworks, empirical research, and analytical literature. Seminar format. Topics vary by semester. Prerequisite: sophomore standing.

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L12 Educ 301C. The American School**

An analysis of the development of American schooling within the context of American social history. Focus on three general themes: differing conceptions of schooling held by leading American educational thinkers, changing relationships among schools and such other educational institutions as the church and the family, policy issues that have shaped the development of schooling in America. Prerequisite: sophomore standing.

Credit 3 units. A&S: TH, SD BU: BA, ETH, HUM FA: SSP

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**L12 Educ 303. Gender and Education**

An examination, through the lens of gender, of educational practices at the preprimary, primary, secondary, and higher education levels. A sociological and historical approach links gender discrimination in education to other forms of discrimination as well as social forces. Students' own gender-related educational experiences are analyzed in the context of the literature used in the course. Prerequisite: sophomore standing, or permission of instructor.

Credit 3 units. A&S: SS, SD BU: BA FA: SSP

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**L12 Educ 304. Educational Psychology**

A course in psychological concepts relevant to education. Organized around four basic issues: how humans think and learn; how children, adolescents, and adults differ in their cognitive and moral development; the sense in which motivation and intention explain why people act as they do; how such key human characteristics as intelligence, motivation, and academic achievement can be measured. Prerequisite: sophomore standing. Offered fall and spring semester.

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L12 Educ 306. Literacy Education in the Context of Human Rights and Global Justice**

Literacy is a fundamental human right. In this course, we explore the current and historical relationships between literacy and human rights. This includes an analysis of the ways in which literacy education is fundamentally linked to issues of global justice, including political engagement and voting rights, environmental sustainability, gender and racial equality, and participation in the globalized economy. We investigate how literacy education has played a role in social struggles at local, national, and international levels such as the creation of the Freedom Schools in St. Louis; the Native American boarding school movement; the Civil Rights movement in the United States including the creation of the Citizenship schools; the Ebonics debate in Oakland, California; the Nicaraguan Literacy Campaign; and the current No Child Left Behind federal educational policy. Students explore how literacy education has been used, in each of these cases, as a tool of empowerment and a tool of oppression.

Credit 3 units. A&S: SS BU: BA

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**L12 Educ 313B. Education, Childhood and Society**

An examination of childhood, child development, and education from different perspectives. Observation of children in a variety of settings, including classrooms. Through historical, sociological, psychological and political readings, students clarify current ideas about children, investigate the nature of childhood, and begin to understand how and why childhood is constructed as it is. Prerequisite: sophomore standing. Limited to 45 students.

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L12 Educ 314. Sociolinguistics, Literacies, and Communities**

The well-known "literacy crisis" has forced scholars from many nations to turn their attention to learning about linguistic, cultural, and class diversity of students and what this means for learning in schools. In this course we engage with the perceived disjuncture between homes, communities, and schools in an era of higher literacy standards, local literacies, and community knowledge. We examine the contribution of sociolinguistics to what we know about language and literacy education, achievement, and how



this relates to social transformation within and across communities. Students can expect theoretical and methodological conversations as we use critical discourse theories, systemic linguistic approaches, and empowerment theories as lenses to formulate, challenge, and critique the existing status of language and literacy education.

Credit 3 units. A&S: LA BU: BA

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#### **L12 Educ 315. Cognitive Bases of Peak Performance I**

An examination and appraisal of major educational issues, drawing on normative frameworks, empirical research, and analytical literature. Seminar format. Topics vary by semester. Prerequisite: sophomore standing.

Credit 3 units. A&S: SS

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#### **L12 Educ 325. Psychology of Adolescence**

Same as Psych 325

Credit 3 units. A&S: SS BU: BA FA: SSP

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#### **L12 Educ 337. Play and Development**

An examination of current research and theory in play, in development and education, from infancy through the early school years. Topics include play and the development of language, social skills, creativity, and cognitive abilities. We also examine the uses of play in educational contexts, focusing on preschool and the early primary grades. Prerequisite: Psych 321 (Developmental Psychology) or Educ 304 (Educational Psychology).

Credit 3 units. A&S: SS BU: BA

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#### **L12 Educ 338. Computer Technology in Education**

Technology has become increasingly important in education in the past 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 his or her own computer during the class. Enrollment is limited to the number of students that can be supported by this classroom.

Credit 3 units. A&S: SS

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#### **L12 Educ 343. Text, Memory, and Identity**

Same as IAS 343

Credit 3 units. A&S: TH

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#### **L12 Educ 358. Language Acquisition**

Same as Psych 358

Credit 3 units. A&S: SS BU: BA FA: SSP

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#### **L12 Educ 366. Psychology of Creativity**

This course is an introduction to the psychological study of art and creativity. Our topics include the artist; the audience; the artistic product; the creative process; and social, cultural, and institutional influences on the creative process. We explore these issues by considering a range of creative fields, including painting, literature, music, and theater performance. Throughout the semester, we 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 explore what "art" is, which members of society are labeled "artists," and how these categories are socially and culturally defined. Prerequisite: Ed 304 (Educational Psychology) or Psych 325 (Adolescent Psychology) or Psych 321 (Developmental Psychology).

Credit 3 units. A&S: SS BU: BA FA: SSP

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#### **L12 Educ 400. Topics in Education:**

An analysis of major educational issues, drawing on empirical research and literature. Seminar format. Topics vary by semester.

Credit 3 units. A&S: SS FA: SSP

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#### **L12 Educ 4014. Urban Education in Multiracial Societies**

Same as URST 400

Credit 3 units. A&S: SS, WI

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#### **L12 Educ 4033. Video Microanalysis: Methods and Tools**

The purpose of this course is to explore video microanalysis as a methodological tool for studying and valuing unconscious aspects of culturally diverse settings. Utilizing social cultural theoretical lens, this type of analysis reveals fleeting actions, subtle movements, peripheral events, and nonverbal communication that are not easily identified in real-time viewing. Specifically we may look at facial expressions, direction of gaze, hand movements, body position, and use of material resources as micro techniques to expand our capacity to explore minute aspects and alternative interpretations of social interactions.

Credit 3 units. A&S: SS, SD

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#### **L12 Educ 404. Study for Honors**

A research program arranged by the student and a faculty member. Prerequisite: recommendation for Honors study.

Credit 3 units. A&S: SS FA: SSP

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**L12 Educ 4052. Educational Psychology: A Focus on Teaching and Learning**

The classroom as a physical, social, and intellectual environment. Selected psychological concepts and theories are applied to processes and practices of teaching and learning through readings, discussions, and participation/observation in preschools and elementary and secondary schools. A systematic, firsthand look at schooling in America both for prospective teachers and those interested in furthering their understanding of fundamental principles of teaching and learning. Prerequisite: sophomore standing. Must enroll in fieldwork laboratory (5 hours per week).

Credit 4 units. A&S: SS FA: SSP

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**L12 Educ 4055. Central Topics in Learning Sciences Research**

The learning sciences are a group of disciplinary approaches to the study of learning, including cognitive science, education, psychology, anthropology, and sociology. The core of the approach is based in the study of cognition and its relationship to the disciplines of science, mathematics, and literacy. Technology has become increasingly important in the past 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 the impact of learning sciences research on teacher professional development and schoolwide reform. Students acquire the ability to think creatively and critically about the learning sciences, and to evaluate critically the strengths and weaknesses of specific classroom approaches and software applications.

Credit 3 units. A&S: SS

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**L12 Educ 407. Curriculum and Instruction in Modern Foreign Languages**

Modern foreign language curriculum in the secondary schools, with emphasis on the selection, organization, and appraisal of materials. Analysis of methods of instruction and evaluation in teaching modern foreign languages. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take 3 credit hours during the fall semester in which student teaching is done.

Credit 3 units. A&S: LA FA: SSP

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**L12 Educ 408. Education and Psychology of Exceptional Children**

Major handicaps of children that require educational modifications. The nature of the handicaps, their known causes, and educational provisions for exceptional children, ranging from special schools to "mainstreaming" children into regular classrooms. The nature of giftedness, together with current practices of educating gifted children and youth. Required in teacher certification program. Prerequisite: sophomore standing. Offered fall and spring semesters.

Credit 3 units. A&S: SS BU: BA, HUM FA: SSP

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**L12 Educ 4111. Linguistics and Language Learning**

Same as Span 413

Credit 3 units. A&S: LA FA: SSP

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**L12 Educ 413. Curriculum and Instruction in Art K-12**

Art curriculum in the public schools, with emphasis on examination of methods and materials for teaching art. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take 3 credit hours during the year in which student teaching is done. Offered fall semester.

Credit 3 units. A&S: LA FA: SSP

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**L12 Educ 414. Curriculum and Instruction in English**

English curriculum in the secondary school; emphasis on the selection and organization of materials. Analysis of methods of instruction and evaluation in teaching literature and language. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take 3 credit hours during the year in which student teaching is done. Offered fall semester.

Credit 3 units. A&S: LA FA: SSP

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**L12 Educ 415. Curriculum and Instruction in Science**

Secondary school science curriculum and instructional methods, including evaluation of curricular materials and student performance based on specific teaching objectives. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take 3 credit hours during the fall semester during the year in which student teaching is done. Offered fall semester.

Credit 3 units. A&S: NS FA: SSP

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**L12 Educ 417. Curriculum and Instruction in Mathematics**

Mathematics curriculum in the secondary school, with emphasis on modern developments in organization of mathematics. Analysis of methods of instruction and evaluation in teaching mathematics. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take 3 credit hours during the fall semester during the year in which student teaching is done.

Credit 3 units. A&S: NS FA: SSP

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**L12 Educ 418. Curriculum and Instruction in Social Studies**

Goals of general education in social studies and their relationship to the nature of knowledge in the social sciences. Introduction to the nature of thinking and its relationship to pedagogy and teaching materials. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take three credit hours during the year in which student teaching is done.

Credit 3 units. A&S: SS FA: SSP

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**L12 Educ 4211. New Media Literacy, Culture and Education**

At the closing of the 20th century, the "digital turn" began to shape how individuals learn, communicate, and interact with one another. Current and emerging media technologies have continued to change how individuals (youth and adults alike) gather information; consume, produce, and disseminate texts; and participate in both local and global communities through print- and screen-based platforms such as email, blog, podcast and mash-ups, among others. In this course, we explore what we mean by technology, the various types and uses of technology and the relationship of technology to literacy and education. We begin with characteristics of "new media" and consequences of the digital revolution. Then, we examine conceptualizations of literacy in a historical context—from literacy as reading and writing to literacy as multimodality, convergence, and participation. Finally, we shift our inquiry to investigate how new media literacies and technologies are shaping (and are shaped by) different forms of popular culture in United States and international contexts, including parts of Asia, Australia, Europe, Africa, and North and South America. We make explicit the connections to education and explore possible directions for research and practice, including copyright and fair use issues present in educational settings. Readings, discussions, and activities online and in actual communities culminate in individual- and class-based new media productions. Prerequisite: at least junior standing or permission of the instructor.

Credit 3 units. A&S: SS

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**L12 Educ 4271. HEALTH OF THE CHILD**

A study of the health and nutrition of children. Prerequisite: admission to the teacher education program or permission of Director of Teacher Education.

Credit 1 unit. A&S: SS FA: SSP

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**L12 Educ 428. HISTORY OF EDUCATION IN THE US**

Credit 3 units. A&S: SS

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**L12 Educ 4280. History of Urban Schooling in the U.S.**

This reading colloquium examines the history of urban schooling and school policy in the United States. Readings focus on the growing literature in the history of urban schooling and on primary source material. We explore urban schooling in general and we

examine particular primary source material as well as particular cities and their school districts. Such districts may include New York, Boston, Chicago, Detroit, St. Louis, Los Angeles, San Francisco, Atlanta, and others. The course has two goals: to develop a strong contextual understanding of the conditions of urban schooling, the history of urban school reform, and the debates over the purposes of urban schools; and to examine the ways historians have explored urban schooling in the U.S. Students should expect to read a book a week as well as primary source materials and occasional articles.

Credit 3 units. A&S: TH

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**L12 Educ 4288. Higher Education in American Culture**

Colleges and universities in the United States have been the sites of both cultural conservation and political and cultural subversion from their founding in the 17th and 18th centuries. They have been integral to national and regional cultural and economic development. In addition, they have functioned as one component of an increasingly diversified and complex system of education. This course, a reading colloquium, surveys higher education in American history, including the ideas that have contributed to shaping that history, beginning with its origins in European institutional models. We use primary and secondary readings to examine critically its conflict-ridden institutional transformation from exclusively serving the elite to increasingly serving the masses. We explore the cultural sources of ideas as well as the growth and diversification of institutions, generations of students and faculty as they changed over time, and curricular evolutions and revolutions in relation to the larger social and cultural contexts of institutional expansion.

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L12 Educ 4289. Neighborhoods, Schools and Social Inequality**

A major purpose of the course is to study the research and policy literature related to neighborhoods, schools, and the corresponding opportunity structure in urban America. The course is informed by theoretical models drawn from economics, political science, sociology, anthropology, education and law. A major focus is to gain greater understanding of the experiences and opportunity structure(s) of urban dwellers, in general, and urban youth, in particular. While major emphasis is placed on data derived from the interface of urban environments and the corresponding institutions within them, the generational experiences of various ethnic groups complement the course foci.

Credit 3 units. A&S: SS

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**L12 Educ 4301. Historical Social Content of the American School**

See Educ 301C (The American School). A further analysis of the development of American schooling within the context of American social history. Focus on three general themes: differing concep-

tions 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. Additional discussion, writing, and research is expected for graduate credit. Credit 3 units. A&S: TH, SD BU: BA, ETH, HUM FA: SSP

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#### **L12 Educ 4312. Tools of Inquiry**

This course offers an introduction to teacher inquiry and provides a foundation of skills, knowledge, and performances that effective teachers use to monitor and improve practice. In this course teachers are actively involved in their own teaching and learning with an emphasis on the following: (1) Reflective practice: reflective practitioners continually evaluate the effects of their choices and actions on others (e.g., students, parents, and other professionals in the learning community) and actively seek out opportunities to improve practice and grow professionally. (2) Use of technology: teacher leaders model the use of media and technology as tools of inquiry. This course supports teachers to do the following: use multiple sources of data to assess the growth of individual learners; use assessment data to adjust curriculum and instruction to student needs; investigate their own biases, assumptions, and ideologies and monitor the effects on student learning; conduct research in the classroom to assist them in improving their practice; and use portfolios and other reflective practices to document and monitor their professional development. Offered spring semester.

Credit 3 units. A&S: SS

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#### **L12 Educ 4315. Culture, Language, and The Education of Black Students**

This course examines the communicative patterns of what is called variously African-American language, Pan-African linguistic systems, and Ebonics within the context of public school policy and practice. In addition to a review of the structural and pragmatic aspects of Black speech, the course highlights relationships between controversies within the linguistic community, contrasting views of speech within Black lay communities, public discourse, and educational policy. Students also conduct a field-based research project in accord with their particular interests.

Credit 3 units. A&S: SS, CD FA: SSP

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#### **L12 Educ 4351. Reading and Reading Development**

Same as Psych 4351

Credit 3 units. A&S: SS

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#### **L12 Educ 440. Women in the History of Higher Education and the Professions**

An advanced seminar with readings exploring education, historical studies, and feminist theory. Each student writes a paper, based on research in local archives and in other primary sources,

on a topic related to women in higher education and/or professions. Prerequisites: junior standing or above; some background in American history.

Credit 3 units. A&S: TH, SD FA: SSP

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#### **L12 Educ 4413. Project Design for Math and Science Education**

A course for those students who have an interest in teaching or educational design: This graduate/advanced undergraduate course focuses on the design and construction of educational projects for schoolchildren in the middle- and high school levels of mathematics and science. Students in the course, in small group collaborations, conduct an entire cycle of design, implementation, and evaluation of a small math or science project (or both) for local middle or high school students. Projects are aligned with state and national standards, so they could be used in Missouri public schools. Creativity is encouraged. The class includes four phases of work throughout the semester: (1) Ongoing reading and discussion of the national and state standards for math and science instruction, and of research literature on inquiry in science and math education; (2) design of project activities, materials, and assessments, including specification of content, pedagogical and technology goals, and alignment with standards; (3) conduct of the teaching projects at selected sites with middle-school or high school students; (4) evaluation of projects in a final presentation and report. Students in science, mathematics, psychology, and education, with interests in teaching, educational research, or educational outreach, are encouraged to attend.

Credit 3 units. A&S: SS

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#### **L12 Educ 4414. Learning Technologies for Math & 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 accessible to all teachers of science and math. In-

service teachers, graduate students, and advanced undergraduates in education, mathematics, science, and psychology are invited.

Credit 3 units. A&S: SS

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#### **L12 Educ 4415. Learning Sciences in Math and Science**

This course introduces the concepts of the learning sciences as related to mathematics, science, and technology education. The focus of the course is on how students learn fundamental concepts selected each semester from topics such as number, space, shape, data, operations, functions, rate, balance, density, etc. and how their ideas evolve and develop over time. The inventiveness of children's thinking and the sophistication of their interactions are shown as rich resources, often underutilized in typical classroom instruction. The developmental and epistemological theories of scholars such as Jean Piaget and the von Hiele are contrasted with sociocultural and linguistic approaches such as of Lev Vygotsky, Sylvia Scribner and Michael Cole, and the pragmatic theories of John Dewey. Topics include studies of error patterns, misconceptions, alternative conceptions in mathematics and science and how these relate to outside experience, student interactions, and discourse patterns using excerpts from real classrooms. Students are expected to read original works, learn to analyze video interviews from each perspective, and to read and summarize existing literature on children's reasoning for specific topics. The course is targeted toward upper-division undergraduates, master's and doctoral students in education, psychology, and/or mathematics and science, and adjusted to meet these various levels of preparation.

Credit 3 units. A&S: SS

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#### **L12 Educ 4451. Teaching Writing in School Settings**

Writing teachers often know how to write well but less about the teaching of writing. To provide effective instruction in writing, teachers need, first of all, experiences with writing instruction and theoretical knowledge to guide classroom practices. The goals of this course are as follows: to provide opportunities for all teachers of English and language arts, to develop theoretical knowledge and skill as teachers of writing, to connect the practices of research and teaching, to encourage teachers to give their students multiple and varied experiences with writing, to assist teachers in learning to respond to students' writing and assess their progress as writers. Offered spring semester.

Credit 3 units. A&S: SS

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#### **L12 Educ 4511. Race, Ethnicity, and Culture: Qualitative Inquiry in Urban Education**

Same as AFAS 4511

Credit 3 units. A&S: SS, SD BU: BA

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#### **L12 Educ 4512. Race, Ethnicity, and Culture: Qualitative Inquiries into Urban Education II**

This course is the second of two to examine ethnographic research at the intersecting and overlapping points of race, ethnicity, class, gender, and culture. The emphasis in this course is on developing methodology that is consistent with critically grounded, socially responsible, culturally responsive, and humane research projects and programs. Secondary English education majors are required to take fall semester during the year in which student teaching is done. Prerequisites: AFAS/Educ 4511 and/or permission of the instructor.

Credit 3 units. A&S: SS, WI FA: SSP

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#### **L12 Educ 4521. Teaching Adults in Community Settings**

Communities possess a vast and varied choice of learning opportunities for the citizens, whose participation as volunteers, communicators, facilitators, mentors, leaders, and instructors can enhance their own lives as well as the life of the community. This course helps students acquire the knowledge, skill sets, habits of mind, and learning strategies necessary for understanding the adult learner and the effective design of learning for personal and professional growth by adults in a variety of community settings. We inventory the class members' interests in specific community contexts so that we can work with those settings in mind throughout the semester. Discussion of learners' needs and peer practice of appropriate, effective instructional and learning strategies provide experience, new perspectives, and opportunities for reflection. Course work serves as preparation for the final project, which is to create an instructional plan for adult learners that addresses a specific community learning need or situation.

Credit 3 units. A&S: SS

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#### **L12 Educ 453B. Sociology of Education**

How does society shape schools and 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 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: sophomore standing.

Credit 3 units. A&S: SS, SD BU: BA, ETH, HUM, IS FA: SSP

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#### **L12 Educ 459F. Philosophies of Education**

An examination of distinct educational philosophies (traditional, progressive, and radical) and an analysis of perennial topics in the philosophy of education (educational goals, the teacher's and

student's roles, and curricular content). Discussion of such recent themes as gender relations and education; democracy and education; and moral values and education. Seminar format.

Credit 3 units. A&S: TH BU: ETH FA: SSP

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**L12 Educ 4608. The Education of Black Children and Youth in the United States**

This course provides an overview of the education of Black children and youth in the United States. Covering both pre- and post-Brown eras, this course applies a deep reading to the classic works of DuBois and Anderson as well as the more recent works of Kozol, Delpit, and Foster. The social, political, and historical contexts of education as essential aspects of American and African-American culture and life, are placed in the foreground of course inquiries.

Credit 3 units. A&S: TH, SD, WI FA: SSP

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**L12 Educ 461. INTRO TO EDUCATIONAL TESTS & 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 are a central concern. Prerequisite: Educ 4052 or the equivalent.

Credit 3 units. A&S: SS

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**L12 Educ 461B. The Construction and Experience of Black Adolescence**

Same as AFAS 461B

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L12 Educ 462. Politics of Education**

Politics is interpreted broadly to include not just government, but any situation in which people have to solve a problem or come to a decision. This course focuses on schools and the processes through which certain stories, identities, and practices are promoted, and others, not.

Credit 3 units. A&S: SS FA: SSP

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**L12 Educ 4621. The Political Economy of Urban Education**

Defining a political economy of urban education involves the examination of power and wealth and the manner in which they operate in urban settings. It requires analysis of the larger urban social and economic context and consideration of historical forces that have brought the schools to their present state. In this course, we consider various political and economic factors that have influenced and shaped urban education in the United States, drawing upon the extant literature on urban education and related social science disciplines to characterize and discuss them. A particular focus of this course is on the dynamic interrelationships among the political economy, urban education, and social stratification.

Credit 3 units. A&S: SS, CD

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**L12 Educ 463. ECONOMICS OF EDUCATION**

How does society shape schools and how do schools shape society? An examination of cultural, political, and economic factors and their relationship to the structure of our educational institutions; how control is exercised in classrooms; how knowledge and learning are defined, and basic values about equality, gender, and social justice, shaped by teachers' educational decisions. Students analyze their own schooling experience, visit at least two schools, interview teachers and students, and consider what changes are needed to make schools more responsive to students and communities. Prerequisite: minimum sophomore standing.

Credit 3 units. A&S: SS

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**L12 Educ 4681. Teaching Reading in the Elementary School**

This course, emphasizing emergent literacy and children's literature, is the first in a sequence of three courses on teaching reading and writing. The purposes of this course are to survey children's acquisition of oral and written language from an emergent literacy perspective, to focus on methods of teaching beginning reading, to develop uses of children's literature in a reading program. Offered fall semester.

Credit 3 units. A&S: LA FA: SSP

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**L12 Educ 4699. Adolescent Psychology in School Settings**

An examination of current research on adolescent psychological development and the adolescent experience across different cultures. Emphasis is on the application of theories of adolescence to the classroom setting to those settings outside the classroom that can affect how students learn. Students are given a repertoire of pedagogical and communication strategies for effectively teaching adolescents as well as opportunities to implement and analyze them in the classroom and school.

Credit 3 units. A&S: SS FA: SSP

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**L12 Educ 470. Language, Learning, and Instruction**

This course, which emphasizes children's writing and literacy issues, is the third of three courses in a sequence on teaching reading and writing. The course reviews and elaborates on work from previous courses on children's acquisition of written language, examines approaches to teaching writing, and focuses on work from sociological, feminist, and philosophical perspectives to affirm and criticize aspects of these approaches. Prerequisites: Educ 4681 and 525.

Credit 3 units. A&S: LA FA: SSP

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**L12 Educ 4731. Elementary School Mathematics**

Fundamental concepts, properties, operations, and application of mathematics related to the systems of whole numbers, integers, rational numbers, and real numbers. Also included are measurement, simple geometry, probability, and logical reasoning. Exam-



ination and implementation of varied curricula and teaching strategies. Prerequisite: admission to Elementary Education program or permission of Director of Teacher Education. Offered spring semester.

Credit 3 units. A&S: NS FA: SSP

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**L12 Educ 4741. Elementary Science: Content, Curriculum, and Instruction**

Focus on key concepts appropriate for elementary school science and health instruction. Repertoire of effective teaching strategies and approaches to curriculum development. Prerequisite: admission to teacher education program. Offered spring semester.

Credit 2 units. A&S: NS FA: SSP

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**L12 Educ 4751. Elementary Social Studies: Content, Curriculum, and Instruction**

Introduction to key concepts in social studies, including economics and geography. Repertoire of effective teaching strategies and approaches to curriculum development in all areas of social studies. Prerequisite: admission to teacher education program.

Credit 2 units. A&S: SS FA: SSP

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**L12 Educ 4771. Arts and Aesthetics: A Means of Communication**

Methods and materials for integrating the arts and aesthetics into the elementary classroom. Emphasis on art, music, and oral communication as well as curricula in movement. Prerequisite: admission to teacher education program, or permission of instructor.

Credit 3 units. A&S: LA FA: SSP

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**L12 Educ 481. History of Education in the United States**

Examines education within the context of American social and intellectual history. Using a broad conception of education in the United States and a variety of readings in American culture and social history, the course focuses on such themes as the variety of institutions involved with education, including family, church, community, work place, and cultural agency; the ways relationships among those institutions have changed over time; the means individuals have used to acquire an education; and the values, ideas, and practices that have shaped American educational policy in different periods of our history.

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L12 Educ 4821. The Teaching-Learning Process in the Secondary School**

Secondary teacher education majors are required to take this teacher-learning course during the spring semester in which student teaching is done. The course focuses on the study, practice, and analysis of generic teaching strategies and skills needed to meet the needs of all students. Topics include classroom management, lesson planning, instructional and ethical

decision making and strategies for presenting clear explanations, asking effective questions, conducting productive discussions, reaching students with different learning styles/abilities/cultural backgrounds, and using cooperative learning groups. Secondary teacher education majors are required to take 3 credit hours during the year when student teaching is done. CBTL course.

Credit 3 units. A&S: SS, WI FA: SSP

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**L12 Educ 4831. The Teaching-Learning Process in the Elementary School**

Focus on four broad areas: self-awareness and human relations; generic teaching and behavioral management strategies; analysis of instruction; and social and political issues affecting the classroom. Topics include teacher-pupil relationships, evaluation of pupil progress, curriculum development, instructional technology, and school organization. Prerequisite: admission to Elementary Teacher Education program required. Elementary teacher education majors are required to take this course in the fall semester during which student teaching is done.

Credit 3 units. A&S: SS, WI FA: SSP

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**L12 Educ 4841. Elementary Methods Field Experience**

Application and analysis of specific content area methods strategies in an elementary school classroom. Prerequisite: admission to teacher education program. Elementary teacher education majors are required to take this course during the spring semester before the year in which student teaching is done. Offered spring semester.

Credit 2 units. A&S: SS FA: SSP

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**L12 Educ 4843. Field Experience Seminar**

This course guides students through a field experience in middle or secondary public school. Students observe and document classroom environment characteristics, professional teacher behaviors, and student behaviors; work with students individually and/or in small groups; prepare and teach a lesson.

Credit variable, maximum 3 units. A&S: SS

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**L12 Educ 489. Education and Public Policy in the United States**

Critical examination of current public policy issues that shape education in a variety of institutions. Theoretical approaches to educational policy making; the significance of values, social goals, and knowledge in framing, implementing, and evaluating educational policy; relations among educational institutions affected by policy issues. Lectures, class discussions, and papers address literature on the problems of policy making and implementation, family policy, school policy, education and work policy, and cultural policy. Prerequisite: junior standing.

Credit 3 units. A&S: SS FA: SSP

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**L12 Educ 4891. The Science and Politics of Testing in the United States**

Why do tests permeate American Society? Tests have been integral to the decision-making process in many venues of American culture-immigration opportunities, voting rights, college admissions, workforce considerations, special education placement, educational reform, and graduation requirements. The credibility of these decisions depends upon the claim that a particular test is a scientific instrument and relevant to the decision-making process. This claim is worthy of study. The purpose of this course is twofold. The first purpose is to examine how the nexus of science and politics influence testing practices in American society. The second purpose is to explore how testing practices influence the culture of schools, civil liberties, the work place, and public discourse about merit.

Credit 3 units. A&S: SS, SD

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**L12 Educ 4911. Student Teaching in the Elementary School**

Supervised teaching experience. Group meetings and individual conferences. Emphasis on integration of theory/practice and reflection on teaching through videotape analysis. Prerequisites: admission to elementary teacher education program and permission of director of teacher education. Credit/no credit only. Elementary teacher education students enroll for 8 credits during the fall semester.

Credit variable, maximum 8 units. A&S: SS FA: SSP

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**L12 Educ 492. Student Teaching in the Secondary School**

Supervised teaching experience. Group meetings and individual conferences. Emphasis on integration of theory/practice and reflection on teaching through videotape analysis. Prerequisite: admission to teacher education program. Credit/no credit only. Secondary teacher education students enroll for 8 credits during the spring semester.

Credit variable, maximum 8 units. A&S: SS FA: SSP

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**L12 Educ 4922. Student Teaching in Middle Schools**

Supervised teaching experience. Group meetings and individual conferences. Prerequisite: admission to teacher education program. Credit/no credit only. Middle-school teacher education students enroll for 8 credits. Offered spring semester.

Credit variable, maximum 8 units. A&S: SS FA: SSP

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**L12 Educ 494. Student Teaching in Grades K-12**

Supervised teaching experience. Group meetings and individual conferences. Prerequisite: admission to teacher education program. Credit/no credit only. K-12 teacher education students enroll for 8 credits. Offered spring semester.

Credit variable, maximum 8 units. A&S: SS FA: SSP

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**L12 Educ 4951. Middle School Philosophy and Organization**

This course examines the history, goals, organization, and philosophy of middle schools as institutions. Students explore how the characteristics and needs of early adolescents guide the mission, structure, and operation of middle schools. Prerequisite: admission to teacher education program.

Credit 2 units. A&S: SS FA: SSP

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**L12 Educ 4952. Middle School Curriculum and Instruction**

Building on knowledge of the middle-level child and the ways in which middle schools are organized to meet the needs of middle level children (covered in Educ 4951), this course explores the learning styles and attributes of middle school students and examines instructional theory, methods and materials appropriate to grades five through nine. In addition, portions of this course are 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 are held concurrently and students attend the session appropriate to their content major or minors. Interdisciplinary team teaching is modeled and featured in these sessions. Features a required practicum experience. Prerequisites: admission to Teacher Education program and Educ 4951.

Credit 3 units. A&S: SS FA: SSP

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**L12 Educ 4999. Capstone Seminar in Educational Studies**

All majors not writing an Education senior honors thesis are required to enroll in the senior seminar, a reading colloquium. Students read with faculty and write papers based on the readings and the courses taken to complete the major requirements in the program. All honors students are required to attend at least one session of the seminar to present their work, and all graduating Educational Studies majors, including those completing honors work in Educational Studies, are required to attend the final session of the seminar.

Credit 3 units. A&S: SS FA: SSP

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**Phone:** 314/935-6791

**Email:** bcohen@wustl.edu

**Departmental website:** <http://www.artsci.wustl.edu/~educ/>

## Arts & Sciences: English

Undergraduates who major or minor in English explore literature as readers, and as writers, in a range of settings that focus—particularly through small class size—on the individual student. Because of the range of courses offered each semester, and requirements that encourage personal development through an array of approaches and areas of study, our alumni, who include double majors in disciplines across Arts & Sciences, have succeeded at top graduate programs not only in English and creative writing but also in medicine, law, and business.

This preparation begins at the freshman level, which includes a series of seminars taught by distinguished faculty during both semesters as well as focus courses that encourage, for example, the development of creative writing skills through the reading of celebrated literary texts. Our department, which offers a minor in writing, is the home of one of the top MFA programs in America. The department also offers a minor in English.

### Chair

**Vincent Sherry**

Ph.D., University of Toronto

### Endowed Professors

**Gerald L. Early**

Merle Kling Professor of Modern Letters  
Ph.D., Cornell University

**Wayne Fields**

Lynne Cooper Harvey Distinguished Professor of English  
Ph.D., University of Chicago

**Steven Zwicker**

Stanley Elkin Professor in the Humanities  
Ph.D., Brown University

### Professors

**Mary Jo Bang**

M.F.A., Columbia University

**David Lawton**

F.A.A.H., Ph.D., University of York

**Joseph Loewenstein**

Ph.D., Yale University

**Robert Milder**

Ph.D., Harvard University

**Carl Phillips**

M.A., Boston University

**Vivian Pollak**

Ph.D., Brandeis University

**Richard Ruland**

Ph.D., University of Michigan

**Rafia Zafar**

Ph.D., Harvard University

### Associate Professors

**Miriam Bailin**

Ph.D., University of California–Berkeley

**Guinn Batten**

Ph.D., Duke University

**Marina MacKay**

Ph.D., University of East Anglia

**William Maxwell**

Ph.D., Duke University

**Steven Meyer**

Ph.D., Yale University

**William McKelvy**

Ph.D., University of Virginia

**Wolfram Schmidgen**

Ph.D., University of Chicago

**Julia Walker**

Ph.D., Duke University

### Assistant Professors

**J. Dillon Brown**

Ph.D., University of Pennsylvania

**Daniel Grausam**

Ph.D., University of California–Berkeley

**Anca Parvulescu**

Ph.D., University of Minnesota

**Jessica Rosenfeld**

Ph.D., University of Pennsylvania

### Faculty Associate

**Dillon Johnston**

Ph.D., University of Virginia

## Senior Lecturers

### Joan Brockman

Ph.D., St. Louis University

### Kathleen Drury

M.A., Washington University

### Amy Pawl

Ph.D., University of California–Berkeley

### Paul Rosenzweig

Ph.D., University of Michigan

### Shane Seely

M.F.A., Syracuse University

### Joseph D. Thompson

Ph.D., Yale University

## Lecturers

### Jennifer Arch

Ph.D., Washington University

### Bethany Daniels

M.A., University of Missouri

### Jeffrey Hamilton

Ph.D., Washington University

### Stephanie Pippin

M.F.A., Washington University

### Robert Wiltenburg

Dean, University College

Ph.D., University of Rochester

## Writers-in-Residence

### Kathryn Davis

B.A., Goddard University

### Kathleen Finneran

B.A., Washington University

### Marshall Klimasewiski

Director of Creative Writing Program

M.F.A., Bowling Green State University

### Kerri Webster

M.F.A., Indiana University

### Kellie Wells

Ph.D., Western Michigan University

## Writing Courses

### Chuck Sweetman

Director, Writing 1

Ph.D., Washington University

## Director of Creative Writing Program

### Marshall Klimasewiski

M.F.A., Bowling Green State University

## Professors Emeriti

### Richard Hazelton

Ph.D., Rutgers University

### Naomi Lebowitz

Ph.D., Washington University

### William Madsen

Ph.D., Yale University

### Carter C. Revard

Ph.D., Yale University

### Daniel Shea

Ph.D., Stanford University

### Richard Stang

Ph.D., Columbia University

### Burton M. Wheeler

Ph.D., Harvard University

## The Major in English Literature

### Prerequisites:

E Lit 215. Introduction to Literary Study

E Lit 211C. Chief English Writers I

**or**

E Lit 257. Art of Poetry

**Required courses:** 24 units of upper-division (300 and 400 level) work (at least 6 units must be 400 level). Must include, at a minimum:

- 6 units pre-1700
- 6 units between 1700 and 1900 (3 units may also fulfill American literature requirement)
- 3 units in American literature

- 3 units in a major author, i.e., Austen, Chaucer, Milton, Shakespeare
- All courses must be taken for letter grades.
- Must receive a grade of C or better.
- Only one cross-listed course not home based in English may be counted toward the 24 units required.
- Maximum of 6 units from University College and/or Summer School courses may count toward the major. These selections need English Department approval.
- Study Abroad students must 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.

### Additional Information

**Transfer Units:** Students must provide transcript of previous work to receive approval from the Director of Undergraduate Studies.

**Senior Honors:** Students must have achieved a 3.5 grade point average in English and a 3.5 grade point average overall in order to apply for Honors in English in spring of junior year. Students must successfully complete the required courses for the English Major. Students must take E Lit 5001 Honors Thesis Tutorial in both fall and spring of senior year and E Lit 402 Senior Research Seminar in both fall and spring of senior year.

**Study Abroad:** Four affiliate programs in England are open for well-prepared students: University College, London (UCL), University of Sussex, Oxford Program for Undergraduate Studies (OPUS), and Keble College at Oxford. Students interested in Study Abroad must apply and participate before senior year.

### The Minor in English

**Units required:** 15

**Required courses:** Two of the following courses:

E Lit 211C. Chief English Writers I  
E Lit 215. Introduction to Literary Study  
E Lit 257. The Art of Poetry

**Elective courses:** Three upper-division (300- or 400-level) electives, one of which must be in literature pre-1700.

### Additional Information

Students are expected to take courses for letter grades and to receive a grade of C or better in each. Additionally, all courses for the English Minor should be home-based in the Department of English.

### The Minor in Writing

Students who wish to take a Writing Minor in addition to an English Major are advised to take English and American literature courses (designated E Lit) exclusively for the major, E Comp courses exclusively for the minor.

The Writing Minor consists of 15 units comprised of any of the following courses but no more 6 units at the 200 level:

E Comp 211. Practice in Composition (with grade of B or better)  
E Comp 221. Fiction Writing  
E Comp 222. Poetry Writing  
E Comp 224. Playwriting  
E Comp 311. Exposition  
E Comp 312. Argumentation  
E Comp 314. Topics in English Composition  
E Comp 321. Advanced Writing: Fiction  
E Comp 322. Advanced Writing: Poetry  
E Comp 351. Introduction to Playwriting  
E Comp 352. Introduction to Screenwriting  
E Comp 421. Proseminar in Writing: Fiction  
E Comp 422. Proseminar in Writing: Poetry  
E Comp 4731. Advanced Playwriting  
E Comp 4801. Screenwriting  
E Comp 500. Independent Study (limit 3 units)

At least one of the five courses elected must be E Comp 311, E Comp 312 or E Lit 301E. With department approval, up to 6 units of Journalism courses in writing or editing offered in University College or an off-campus internship (E Comp 298) oriented toward writing may be counted toward the minor. These two options may not be combined; i.e., regardless of level, at least three courses (9 units) must be chosen from the English Department offerings listed above.

### English Composition

For courses in English Composition, please see the Writing page.

### English Language and Literature

#### L14 E Lit 150. Literature Seminar for Freshman: How to Read a University

More than 70 percent of American adults now study at college for some time. But almost none study college as a formative individual experience and critical public institution while there. This course aims to fill this gap, encouraging students to reflect on the ground under their feet, the contemporary American university, and the myths, debates, and histories that shape it. What is the purpose of higher education: to protect and defend islands of humanistic contemplation and disinterested scientific inquiry; to equip young citizens for informed democratic action; to train meritocratic elites for high office and high salaries? And how has

this purpose shifted with the growth of leading American universities from clerical enclaves to worldly research corporations? This course addresses such questions with help from three bodies of texts: canonical modern fictions of campus life by such authors as F. Scott Fitzgerald and Willa Cather, Mary McCarthy and Ralph Ellison, Philip Roth and Don DeLillo; some influential theories of the university and its intellectuals from Thomas Jefferson to Michel Foucault; and a trio of iconic college films: the Marx Brothers' *Horsefeathers*, National Lampoon's *Animal House*, and Spike Lee's *School Daze*.

Credit 3 units. A&S: TH BU: ETH

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**L14 E Lit 151. Literature Seminar for Freshmen**

Reading courses, each limited to 15 students. Topics: selected writers, varieties of approaches to literature, e.g., Southern fiction, the modern American short story, the mystery; consult Course Listings. Prerequisite: first-year standing.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L14 E Lit 152. Literature Seminar for Freshmen**

Credit 3 units. A&S: TH

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**L14 E Lit 153. Literature Seminar for Freshman**

Reading courses, each limited to 15 students. Topics: selected writers, varieties of approaches to literature, e.g., Southern fiction, the modern American short story, the mystery; consult Course Listings. Prerequisite: first-year standing.

Credit 3 units. A&S: TH

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**L14 E Lit 160. Literature Seminar for Freshmen**

The Monstrous Imagination. Reading course, limited to 15 students. Prerequisite: first-year standing.

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

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**L14 E Lit 189. Literature Seminars for Freshmen**

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

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**L14 E Lit 190. Freshman Seminar African and Afro-American Culture**

Same as AFAS 188

Credit 3 units. A&S: TH, SD BU: BA, ETH FA: Lit

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**L14 E Lit 201C. Text and Tradition**

Same as Hum 201C

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L14 E Lit 205C. Literary Modernities: Text and Tradition**

Same as Hum 205C

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L14 E Lit 209. World Literature**

Same as Comp Lit 211

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L14 E Lit 211C. Chief English Writers I**

An introduction to major writers: Chaucer through Milton. Emphasis on chief works and critical methods for interpretation.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L14 E Lit 214C. Introduction to Women's Texts**

Same as WGSS 214C

Credit 3 units. A&S: TH, SD BU: HUM FA: Lit

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**L14 E Lit 215. Introduction to Literary Study: Modern Texts, Contexts, and Critical Methods**

Intensive introduction to important literary works published since 1700; how literary scholars use cultural, biographical, and generic contexts and apply critical approaches.

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

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**L14 E Lit 2251. Topics in American Culture Studies**

Same as AMCS 225

Credit 3 units. A&S: TH BU: BA FA: SSP

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**L14 E Lit 228. Theatre Culture Studies I:**

Same as Drama 228C

Credit 3 units. A&S: TH BU: HUM FA: AH

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**L14 E Lit 229C. Theatre Culture Studies II**

Same as Drama 229C

Credit 3 units. A&S: TH BU: HUM FA: AH

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**L14 E Lit 241E. Masterpieces of European Literature I**

Masterpieces of Western literature in English translation: Homer through Dante.

Credit 3 units. BU: HUM

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**L14 E Lit 245. Topics in Literature**

Topics varies by semester.

Credit 3 units. A&S: TH

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**L14 E Lit 257. The Art of Poetry**

An introduction to the critical vocabulary necessary for the study and evaluation of poetry; provides a basic understanding of prosody, poetic forms, and figurative language, and the historical periods in which poetry has been written.

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

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**L14 E Lit 302W. Writing Modern War**

The 20th century, as Graham Greene observed, was a century "in which there would never be a peace." This writing-intensive course examines the ways in which modern writers have tried to describe warfare and its impact on both combatants and those on the "home front."

Credit 3 units. A&S: TH, WI

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**L14 E Lit 303W. Strangers and Savages, Aliens and Outcasts**

This writing-intensive course focuses on a literary tradition united by its representation of passionate hatred and intolerance.

Credit 3 units. A&S: TH, WI

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**L14 E Lit 304W. Craft of Fiction: Historical Fiction**

This writing-intensive course is a literature/creative writing hybrid course in which a number of contemporary historical fictions (meaning, fictions set in periods prior to the authors' births, and sometimes incorporating real historical events or figures) are covered.

Credit 3 units. A&S: TH, WI

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**L14 E Lit 305W. Fabricating Lives**

The premise of this writing-intensive course is that autobiography is not a straightforward narrative of the past but a conscious shaping of life into a meaningful design.

Credit 3 units. A&S: TH, WI

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**L14 E Lit 306. Old English Literature: Beowulf**

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

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**L14 E Lit 307. The Writing of the Indian Sub-continent**

The Indian subcontinent has in recent years yielded a number of writers, expatriate or otherwise, whose works articulate the post-colonial experience in the "foreign" English tongue. This course is designed as an introductory survey of such writing, drawing on select subcontinental writers. Covering both fiction and nonfiction by several authors, including R.K. Narayan, Salman Rushdie, Anita Desai, Amitav Ghosh, Sara Suleri, Micheal Ondaatje, and Romesh Gunsekera, we discuss such issues as the nature of the colonial legacy, the status of the English language, problems of translation (linguistic and cultural), the politics of religion, the expatriate identity, and the constraints of gender roles.

Credit 3 units. A&S: TH, CD BU: HUM FA: Lit

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**L14 E Lit 3071. Caribbean Literature in English**

The chain of islands immediately to the south of the United States exists in the social imaginary of this country largely as a place of sun, rum, and fun. Despite this reputation, the Caribbean has a long history of colonial exploitation, anticolonial rebellion, radical politics, cosmopolitan ethnic mixture, and innovative cultural movements. This course surveys the literature from the English-speaking islands of the region, gaining an overall picture of its birth and development over the past century and examining the ways it informs, critiques, and helps constitute the international body of literature that has come to be called "postcolonial." The course involves readings from several literary genres as well as some basic secondary sources.

Credit 3 units. A&S: TH, CD

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**L14 E Lit 308. Topics in Asian-American Literature: Identity and Self-image**

Topics vary from semester to semester.

Credit 3 units. A&S: TH, SD BU: HUM FA: Lit

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**L14 E Lit 311E. Electronic Poetry**

An inquiry into new forms of screen art beginning with traditional printed poetry to varieties of virtual poetry emergent on the computer screen; the stream of programming code as a level of writerly activity.

Credit 3 units. A&S: LA

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**L14 E Lit 311W. Electronic Poetry**

The primary focus in this writing-intensive course is to look at every possible kind of electronic poetry we can come up with in order to evaluate it as poetry.

Credit 3 units. A&S: LA

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**L14 E Lit 312. Topics in English & American Literature**

Topics: themes, formal problems, literary genres, special subjects (e.g., English and American Romanticisms, science and literature, the modern short story). Consult Course Listings for offerings in any given semester.

Credit 3 units. A&S: TH, WI BU: HUM FA: Lit

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**L14 E Lit 3121. The Medieval Romance**

The romance grows out of the epic: how we get from the fall of Troy to the fall of Troilus. Readings from Vergil's Aeneid to Sir Gawain and the Green Knight.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L14 E Lit 3122. Topics in Literature: Heroes and Lovers**

We read Beowulf, Sir Gawain and the Green Knight, Chaucer's Troilus and Criseyde, The Mabinogion, The Tain, Margery Kempe, and Malory's Morte d'Arthur.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L14 E Lit 312W. Topics in English & American Literature: Literature of Consolation**

This course explores the theme of consolation in medieval poetry. We read narratives that represent the consolation of a variety of melancholy figures—philosophers in exile, lovers in mourning, citizens in plague-ridden cities, and women disturbed by misogynous writing. We examine the connection between representations of consolation and the act of reading, and think about literature itself (along with other art forms) as a contested site of entertainment, moral guidance, self-fashioning, and redemption. Authors may include Boccaccio, Boethius, Chaucer, Christine de Pizan, Abelard and Heloise, and the Pearl-poet. As a writing-intensive class, we spend time writing and talking about writing in the class-



room. We read our literary texts as "arguments" about literature in addition to other topics, and we read secondary articles as examples of scholarly writing that we may or may not want to adopt as models.

Credit 3 units. A&S: TH, WI

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#### **L14 E Lit 313. Topics in English & 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 path-breaking 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 six 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*.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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#### **L14 E Lit 315W. The Literature of the American Revolution**

While not a historical survey, the course presents several case studies raising questions about later myth and contemporary reportage.

Credit 3 units. A&S: TH, WI BU: HUM

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#### **L14 E Lit 316. Topics in American Literature**

Credit 3 units. A&S: TH BU: HUM FA: Lit

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#### **L14 E Lit 316W. Topics in American Literature:**

Topic varies. Writing-intensive.

Credit 3 units. A&S: TH, WI

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#### **L14 E Lit 317W. Topics in English & American Literature:**

Selected topics vary from semester to semester. Writing-Intensive.

Credit 3 units. A&S: TH, WI BU: HUM

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#### **L14 E Lit 3191. Contemporary American Women Poets**

An introduction to the work of contemporary American poets who are women; extensive reading of both poetry and prose. Readings include the work of poets such as Bishop, Rich, Plath, Sexton, Clampitt, Gluck, Moss, Graham, Howe, Dove, Oliver, Forche, Lauterbach.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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#### **L14 E Lit 3192. Interdisciplinary Studies in the Humanities, 20th Century: The European Avant Garde**

Same as Hum 3191

Credit 3 units. A&S: TH

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#### **L14 E Lit 321. American Literature to 1865**

Credit 3 units. A&S: TH BU: HUM FA: Lit

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#### **L14 E Lit 3211. Topics in Nineteenth-century American Writing:**

Credit 3 units. A&S: TH BU: HUM FA: Lit

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#### **L14 E Lit 322. American Literature 1865 to Mid-20th Century**

Credit 3 units. A&S: TH FA: Lit

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#### **L14 E Lit 3222. Twentieth-century American Writers**

Credit 3 units. A&S: TH FA: Lit

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#### **L14 E Lit 322C. Major American Writers II**

Representative works of American writing from 1880 to the present, with particular attention to fiction and poetry; authors include James, Stein, Hemingway, Faulkner, Ellison. Prerequisite: 6 units of sophomore literature, junior standing, or permission of instructor.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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#### **L14 E Lit 322W. Major American Writers II**

This writing-intensive course is intended as an in-depth introduction to arguably the two most significant American fiction writers of the first half of the 20th century.

Credit 3 units. BU: HUM

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#### **L14 E Lit 323. Selected American Writers**

Intensive study of one or more American writers. Consult Course Listings for offerings in any given semester.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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#### **L14 E Lit 326. Selected American Writers**

Credit 3 units. A&S: TH FA: Lit

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#### **L14 E Lit 327. Selected American Writers**

Credit 3 units. A&S: TH FA: Lit

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#### **L14 E Lit 328W. Selected English and American Writers**

Credit 3 units. A&S: TH, WI BU: HUM

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#### **L14 E Lit 329. Selected English & American Writers**

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 3301. Rogues to Riches: Reading Vice and Virtue in American Life Writing**

Same as AMCS 330

Credit 3 units. A&S: TH BU: BA FA: SSP

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**L14 E Lit 3311. Interdisciplinary Studies in the Humanities**

Same as Hum 3311

Credit 3 units. A&S: TH

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**L14 E Lit 331C. Tragedy**

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L14 E Lit 3322. Reading in the Renaissance: Texts and Practices**

This course aims, first, to acquaint students with English Renaissance literature, from Shakespeare to Dryden; then to investigate the ways in which that literature might have been read by its original audience; and finally to consider how such knowledge might, or should influence, our own understanding and experience of Renaissance texts.

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

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**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: TH BU: HUM FA: Lit

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**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

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**L14 E Lit 335. Modern Drama 1850-1920**

The emergence of modern drama: emphasis on Ibsen, Strindberg, Chekhov, Shaw.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L14 E Lit 3351. Modern Drama 1880-1945**

Major figures of modern drama: Ibsen, Strindberg, Shaw, Chekhov, Lorca, Synge, Pirandello, Brecht, and O'Neill. Close literary study and consideration of these plays as examples of the art of the stage. Reference also is made to contemporary experiments in the other arts, and to major literary movements in the time period under consideration.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**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: TH BU: HUM FA: Lit

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**L14 E Lit 3370. Contemporary Stages: An Anglo-American History of Performance after 1950**

Credit 3 units.

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**L14 E Lit 3371. The Theatre of the Absurd**

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 339. Topics in 19th Century American Writing**

Credit 3 units. A&S: TH FA: Lit

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**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: TH BU: HUM

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**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: TH BU: HUM FA: Lit

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**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: TH, WI BU: BA, HUM

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**L14 E Lit 342W. The Romance: Medieval to Modern**

Credit 3 units.

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**L14 E Lit 343. Two Cultures: Literature and Science**

The relation between biology and literature as it has been examined and expressed in poetry, fiction, and nonfiction of the past two centuries.

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

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**L14 E Lit 344W. Writing About Performance**

In this writing-intensive course, students develop critical strategies for writing about theater and other performance events, in the present and in a range of historical periods.

Credit 3 units. A&S: TH, WI BU: HUM

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**L14 E Lit 3451. Topics in American Literature: Sexual Politics in Film Noir and Hardboiled Literature**

Same as Film 345

Credit 3 units. A&S: TH

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**L14 E Lit 346. British Enlightenment Culture**

To capture the range and vibrancy of British enlightenment culture, this class invites students to read broadly and imaginatively in the most influential literary, economic, and philosophical texts of the time.

Credit 3 units. A&S: TH BU: IS

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**L14 E Lit 347. Masterpieces of Literature I**

Masterpieces of Western literature in English translation: Homer through Dante.

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

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**L14 E Lit 348. Masterpieces of Literature II**

Masterpieces of Western literature in English translation: the 17th century through the 20th century.

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

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**L14 E Lit 3520. Introduction to Postcolonial Literature and Theory**

At its zenith, the British Empire encompassed almost a quarter of the globe, allowing the diminutive island nation unprecedented economic, military, and political influence upon the rest of the world. This course introduces some of the foundational responses to this dominance, both literary and theoretical, by the colonized and their descendants. We examine important critiques of colonialism by theorists such as Frantz Fanon, Aimé Césaire, Edward Said, Homi Bhabha, and Gayatri Spivak, as well as literary works that reflect a postcolonial critique by authors such as V.S. Naipaul, George Lamming, Doris Lessing, and N'gugi wa Thiong'o. The course interrogates how literature could be said to help consolidate Empire as well as ways in which it might function as rebellion against imperial power, with a view toward teasing out the problematics of race, gender, language, nationalism, and identity that postcolonial texts so urgently confront.

Credit 3 units. A&S: TH, CD, SD

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**L14 E Lit 3522. Topics in Literature**

Topics vary by semester.

Credit 3 units. A&S: TH BU: IS FA: Lit

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**L14 E Lit 3531. Selected English & American Writers**

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L14 E Lit 355. Topics in Literary Criticism and Theory**

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L14 E Lit 3551. Topics: Literary Criticism & Theory: Ways of Approaching a Literary Text**

Credit 3 units. A&S: LA

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**L14 E Lit 356. The Art of the Novel**

This course takes as its starting point traditional models of the novel and then examines a variety of novels from different traditions—American, British, continental—which, in differing ways, play against this type, bending, challenging or ignoring "the rules." We are interested in attempting to understand the logic of such idiosyncratic forms, both why each writer is attempting to defy or undo our understanding of a normative "reality" and of the usual novelistic proprieties and how each novel provides its own manner of coherence.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L14 E Lit 3571. Twentieth-Century Poetry**

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

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**L14 E Lit 358. Studies in Short Fiction**

Study of the work of four novelists who also were fascinated by shorter forms throughout their careers: D. H. Lawrence, Joseph Conrad, Henry James, and William Faulkner. The course is concerned with the variety of forms their work takes as it is shaped by the very individual visions of each.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L14 E Lit 3581. Historical and Comparative Linguistics**

Same as Ling 320

Credit 3 units. A&S: LA FA: Lit

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**L14 E Lit 3582. Black Literature: Race, Class, and Writing in the United States and the Caribbean, 1900-1950**

Study of the differences in literary tradition arising from the divergent social, racial, and educational milieux of the United States and the West Indies.

Credit 3 units. A&S: TH, SD BU: BA, HUM

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**L14 E Lit 359. Nineteenth-Century American Women Writers**

Same as WGSS 358

Credit 3 units. A&S: TH, WI BU: HUM FA: Lit

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**L14 E Lit 360. The Writings of Philip Roth**

Fiction by Philip Roth in chronological order from his earliest to his last major effort.

Credit 3 units. A&S: TH

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**L14 E Lit 3601. The Traffic in Women and Contemporary European Cinema**

Same as Hum 360

Credit 3 units. A&S: TH, CD, SD

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**L14 E Lit 362. The 18th Century: A Study of Major Texts**

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

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**L14 E Lit 363C. Theatre Culture Studies III**

Same as Drama 365C

Credit 3 units. A&S: TH BU: ETH FA: Lit, SSP

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**L14 E Lit 365F. The Bible as Literature**

Extensive reading in English translations of the Old Testament and the New Testament, with emphasis on literary forms and ideas.

Credit 3 units. A&S: TH BU: ETH FA: Lit

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**L14 E Lit 367. Religious Themes in Contemporary Literature**

The use by selected 20th-century writers of religious themes and symbols. Close analysis of the literary techniques by which religious concepts and images are developed and differing insights of writers representing a broad spectrum of contemporary attitudes toward religious issues.

Credit 3 units. A&S: TH BU: ETH FA: Lit

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**L14 E Lit 368. The Development of American Romantic Thought: Enlightenment Confidence to Post-Modern Questioning**

We examine the revolutionary shift in human sensibility commonly known as "Romanticism" by tracing its development in America from the "Fireside Poets" (Bryant, Longfellow) and Transcendentalism (Emerson, Whitman) to anticipations of Modernism and Postmodernism (Henry Adams, Louis Sullivan, Charles Ives). Fulfills the 19th century and American literature requirements for the English major.

Credit 3 units.

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**L14 E Lit 369. Reading Sex in Premodern England**

This course introduces students to the literary representation of gender and sexuality in England from the medieval period to the 18th century. To understand a tradition that addressed the intractable problem of human sexuality in terms very different from ours, we ask: how does premodern culture imagine gendered identities, sexual difference, and erotic desire? How do various contexts-medical, religious, social, private, public-inform the

literary representation of gender and sexuality? What are the anatomies and economies of the body, the circuits of physical pleasure, and the disciplines of the self that characterize human sexuality? Students have the opportunity to study romances, saints' lives, mystical writings, diaries, plays, sex guides, novels, and scientific treatises. By learning how to "read sex" in premodern literature, students acquire a broad cultural and historical understanding of English sexualities before the descent of modern sensibilities.

Credit 3 units. A&S: TH, SD

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**L14 E Lit 370. The Age of Victoria**

Works of fiction, poetry, journalism, children's literature, political cartoons, book illustrations, genre paintings, and photographs. The course aims to give a sense of the age in all its diversity and peculiarity, as well as to concentrate on a few central issues and developments in 19th-century British society: e.g. industrialism, materialism, feminism, liberalism, the rise of the social sciences. Readings include works by Tennyson, Matthew Arnold, Lewis Carroll, Dickens, George Eliot, John Stuart Mill, Trollope, Oscar Wilde, and Edmund Gosse.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L14 E Lit 371. The Age of Chaucer**

Study of the ways in which literature and history interplay between 1340 and 1400. Literary texts include writings by Chaucer, Langland, the Pearl Poet, and anonymous composers of songs, dream visions, romances, satires, debates, and low stories; attempts to move from these to theoretical and over into historical texts, alienating where necessary and translating where possible.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L14 E Lit 372. The Renaissance**

Major texts of the European Renaissance examined to set English literary achievement in a continental context. Among authors studied: Petrarch, Castiglione, Erasmus, More, Luther, Wyatt, Rabelais, Montaigne, Shakespeare, Spenser, Jonson, Milton. Prerequisite: 6 units of literature, junior standing, or permission of instructor.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L14 E Lit 3725. Topics in Renaissance Literature**

Topics course in Renaissance Literature.

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

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**L14 E Lit 3731. Writing and the Representation of Pain**

Writing-intensive course on the representation of pain at every level, from private suffering to public policy. Course reader consists of examples of or extracts from a diversity of materials: the Bible and Ovid, medieval religious lyric, saints' lives, visions of hell and damnation, descriptions of visionary illness, Freud's Anna O, Kafka's In the Penal Colony, Wilde's The Nightingale and

the Rose, Woolf's *On Being Ill*, Artaud and the theater of cruelty; autobiographical and other writings by Susan Sontag and Inga Clendinnen; theory by Bataille, Deleuze, Dollimore, and Elizabeth Grosz; work on pain by Leder, Morris, Rey, and others; poetry by Anne Sexton, Sylvia Plath, Gwen Harwood, Alan Jenkins and others. We also read Elaine Scarry's *The Body in Pain* and two recent novels: Andrew Miller's *Ingenious Pain* and Manil Suri's *The Death of Vishnu*.

Credit 3 units. A&S: TH, WI BU: HUM

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**L14 E Lit 374W. Epistolary Literature in the 18th Century: Other Peoples' Letters**

In this writing-intensive course, we examine the attraction the letter held for authors and readers alike, taking into consideration the advantages and the disadvantages of the form, its role in the development of the early novel, and current theories of epistolary writing.

Credit 3 units. A&S: TH, WI BU: HUM

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**L14 E Lit 375. The Romantic Period**

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 3752. Modern British Novel**

Credit variable, maximum 6 units.

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**L14 E Lit 376. The Victorian Period**

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L14 E Lit 3778. Comparative Studies in the Novel**

Same as Comp Lit 3778

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 381. Banned Books**

Why would anyone want to burn a book? Under what circumstances would you support censorship? Several years ago a Russian student was exiled to Siberia for possessing a copy of Emerson's *Essays*; today, school boards in the United States regularly call for the removal of *Huckleberry Finn* and *The Catcher in the Rye* from classrooms and library shelves. Actions like these dramatize the complex interconnections of literature and society, and they raise questions about what we read and the way we read. The course explores these issues by looking closely at several American and translated European texts that have been challenged on moral, sociopolitical, or religious grounds to determine what some readers have found so threatening about these works. Possible authors: Goethe, Voltaire, Rousseau, Defoe, Hawthorne, Flaubert, Twain, Chopin, Brecht, Salinger, Aldous Huxley, Ray Bradbury. Brief daily writing assignments.

Credit 3 units. A&S: TH BU: ETH FA: Lit

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**L14 E Lit 3831. Topics in African-American Poetry**

Same as AFAS 3838

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L14 E Lit 3838. Topics in African-American Poetry**

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 387. African-American Literature: Early Writers to the Harlem Renaissance**

Credit 3 units. A&S: TH, SD

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**L14 E Lit 3881. Black Women Writers**

Same as AFAS 3651

Credit 3 units. A&S: TH, SD BU: HUM

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**L14 E Lit 388C. African-American Literature from the Harlem Renaissance**

Same as AFAS 388C

Credit 3 units. A&S: TH, SD BU: HUM FA: Lit

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**L14 E Lit 393. Literary Theory: Subject and Subjection**

Same as Comp Lit 393

Credit 3 units. A&S: TH

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**L14 E Lit 395C. Shakespeare**

Introductory course emphasizing critical interpretation. Representative plays are studied in detail. Required of all English majors and minors.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L14 E Lit 399. Senior Research Seminar**

This course is tailored to the needs of students who are pursuing honors in English in their senior year. It develops students' ability to gauge how different approaches affect the research and the outcome of a project in literary studies. It guides them in their research by analyzing and discussing research design, the construction of an archive, and the assessment and use of sources. Assignments include annotated bibliographies, summaries of the critical debate on student topics, abstract writing, research presentations, as well as drafts and final versions of chapters or essays. We workshop many of these assignments in the classroom and practice peer review. The seminar stretches over two semesters, ending before spring break, when honors work is due in the college. It is required for students who pursue honors by course work and by thesis.

Credit 2 units.

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**L14 E Lit 4003. Blacks in Fiction**

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 402. Introduction to Graduate Studies I: Research**

Introduction to academic scholarship and related professional activities. A workshop in developing topics, conducting research, preparing and presenting conference papers, articles, and grant proposals.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 403. Black and White in American Drama**

This course addresses the complex issue of race in America through the 19th and 20th centuries as dramatized by American playwrights, black and white. Authors include Countee Cullen, Lillian Hellman, Eugene O'Neill, Jean Toomer, Langston Hughes, and Arthur Miller. Prerequisites: junior standing, two 300-level courses or better.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 404. Topics for Writers: Beckett**

Waiting for Godot, Happy Days, Krapp's Last Tape: these are but three of Samuel Beckett's revolutionary texts for theater. The complete canon of plays is examined for structure and compositional elements. Students undertake exercises in dramatic composition and perform a chamber presentation of Endgame. Course is intended for writers with some experience of the dramatic form. Intending students must interview with instructor in November.

Credit 3 units. A&S: LA FA: Lit

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**L14 E Lit 405. Living Influences: Poets and the Poets Who've Shaped Them**

This course examines a number of very contemporary collections of poetry (e.g. from first-book writers such as Karen Volkman and Greg Williamson, to more established writers such as Carl Phillips and Frank Bidart) to discover how generations of writers speak to and through one another. The course considers the nature and possible anxieties of writerly influence and how traditional and/or canonical writers' voices, verse, and vision have shaped a number of poets writing today. This class requires at least a basic knowledge of poetry in English up to the 1950s as we move freely among writers such as Ben Jonson, George Herbert, Gerard Manly Hopkins, and Emily Dickinson, as well as Pound, Eliot, Lowell, and Plath.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 407. Old English, Introductory**

Study of the Anglo-Saxon language and introduction to major prose and short poetry of the period. Prerequisites: junior standing and 6 units of literature.

Credit 3 units. A&S: LA FA: Lit

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**L14 E Lit 408. Old English Literature**

Close study of some major literary texts (e.g., Beowulf, the Exeter book) and major issues (e.g., Anglo-Saxon and Latin culture, traditions of heroic literature) of the Anglo-Saxon tradition. Prerequisite: E Lit 407 or permission of instructor.

Credit 3 units. A&S: LA FA: Lit

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**L14 E Lit 410. Medieval English Literature I**

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 4101. Medieval English Literature II**

Topics course in Medieval English literature.

Credit 3 units. A&S: TH

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**L14 E Lit 411. Old & Middle English Literature**

Early English literature from Beowulf and Anglo-Saxon poetry, in translation, through major works in Middle English of the 14th and 15th centuries, exclusive of Chaucer.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 4111. Interdisciplinary Studies in the Humanities**

Same as Hum 4111

Credit 3 units. A&S: TH

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**L14 E Lit 413. 17th Century English Literature: 1603-60**

Selected readings in English literature from Donne and Jonson through Dryden.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 415. 18th-Century English Literature**

Selected readings in English literature from Pope and Swift through the age of Johnson.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 415A. Readings in 19th Century English Lit**

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 416. English Literature of the Romantic Period**

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 4172. Roman Remains: Traces of Classical Rome in Modern British Literature**

Same as Hum 4171

Credit 3 units. A&S: TH

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**L14 E Lit 418. Victorian Literature 1830-1890**

Readings in such authors as Carlyle, Tennyson, Browning, Mill, Arnold, and Pater.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 420. Topics in English and American Literature**

Comparing the literatures-readings in the literature and theory of English and American Literature. Topics vary according to semester offerings.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 4204. Film Theory**

Same as Film 420

Credit 3 units. A&S: TH, WI FA: Lit

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**L14 E Lit 423. Topics in American Literature:**

Credit 3 units. A&S: TH, SD FA: Lit

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**L14 E Lit 4231. Topics in American Literature I**

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 4232. Slavery and the American Imagination**

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 424. Topics in American Literature II: Modernisms in America**

This course offers an advanced introduction to both the literature and the concept of modernism, the "ism" used to mark the experimental verve of early 20th-century writing and to grasp its ties to modernity or the modern social world. As the course title suggests, we devote most of our time to the career of modernism in the United States, a place imagined as both the modernist nation par excellence and the desert modernism escaped to be born. Three groups of primary texts—early modernist experiments, 1920s modernist landmarks, and Great Depression revisions—illuminate the grand ambitions of eccentric literary forms and sequestered avant garde movements; the public disputes and buried alliances between "high" expatriate and Harlem Renaissance modernisms; and the influential Depression-era reinterpretation of modernism as reactionary self-indulgence. The syllabus features fiction, poetry, and drama by old and new literary celebrities: Djuna Barnes, John Dos Passos, T.S. Eliot, F. Scott Fitzgerald, Mike Gold, Ernest Hemingway, Nella Larsen, Meridel LeSueur, Claude McKay, Clifford Odets, Tillie Olsen, Ezra Pound, Jean Toomer, and Richard Wright. A shorter list of critical essays highlights modernism's tendency to theorize itself while introducing 21st-century perspectives from the "New Modernist Studies." Satisfies the American literature requirement. For undergraduates, junior or senior standing is required.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 4241. In the Kingdom of Swing-Black American Culture**

An examination of the development of African-American literature and culture between 1929 and 1941.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 4243. Contemporary African-American Drama**

A close study of selected plays from Africa, the Caribbean and the United States. We consider plays by Lonnie Carter, John Pepper Clark, Adrienne Kennedy, Wole Soyinka, Efua T. Sutherland, Derek Walcott, and Edgar White, among others.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 4244. Topics in African-American Literature**

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 4255. Seminar in Theatre History**

Same as Comp Lit 425

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 426. The American Renaissance**

Literature of the mid-19th century with attention to social and intellectual backgrounds and the sources of the transcendentalist movement.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 427. American Literature: The Rise of Realism to World War I**

The maturing of American literature from the regional origins of realistic fiction just prior to the Civil War through the early naturalist novel and the beginnings of modern American poetry.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 428. Modernism and Postmodernism**

Readings in early sources of 20th-century developments, followed by a selective survey of literary discourse from the 1920s through the 1990s in the United States. Prerequisites: junior standing and 6 units of literature or graduate standing.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 4282. English Modernist Fiction**

The first half of the 20th century produced some of English fiction's greatest individual achievements, linked by writers' attempts to represent, through narrative experiments, a world in which many certainties about self and society were dissolving. Attentive reading of 10 novels or short story collections; study of the historical and cultural contexts to which these writers were responding. Among writers considered: E.M. Forster, Virginia Woolf, D.H. Lawrence, Rebecca West, Joseph Conrad, Katherine Mansfield, and Ford Madox Ford.

Credit 3 units. A&S: TH

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**L14 E Lit 429. American Fiction Since 1945**

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 431. English Drama, Exclusive of Shakespeare, to 1642**

Studies of selected major plays against a background of change and tradition in English drama from its beginnings to the closing of the theaters.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 4312. Early Drama**

This unit is concerned with English and European drama and spectacle from late Roman theater onward: primarily in England, but with comparative material from France and Italy. The chronological span of the course ends at about 1600; the working assumption is that there is no clean break between "medieval" and "Renaissance" drama, but that the theaters and scripts of the late 16th century should be understood as developing out of, as well as departing from, earlier theatrical traditions and practices.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 432. Topics in Renaissance Drama**

A study of Elizabethan and Jacobean theatrical culture—the plays, players, playwrights, and audiences of public theaters, private theaters, and banqueting halls. Study includes the plays of Lyly, Kyd, Marlowe, Jonson, Chapman, Ford, Beaumont, Fletcher, Marston, Middleton, Webster, and Shakespeare.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 4323. Reading in the Renaissance: Texts and Practices**

Examination of reading practices among original audiences for Wyatt, Sidney, Shakespeare, Donne, Jonson, Herrick, Marvell, Rochester, and Dryden and application to our understanding and experience of early modern texts.

Credit 3 units.

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**L14 E Lit 434. Topics in English and American Drama**

Varies from semester to semester.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 435. Childhood & Society: The Formation of Children's Literature**

An intensive examination of some of the major works that have shaped the canon and conception of children's literature in the English-speaking world. Among the authors studied are George Macdonald, Mark Twain, Kenneth Grahame, L. Frank Baum, Lewis Carroll, Robert Louis Stevenson, Rudyard Kipling, and others. If time permits at the end of the course, we examine some works that appeared in the Brownies' Book, the children's publication of the NAACP that appeared in 1920 and 1921, edited by W.E.B. Du Bois and Jessie Fauset, a significant attempt to create a literature for children of color.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 436. Craft of Fiction: Dialogue**

A literature/creative writing hybrid course, we concentrate on the element of dialogue in fiction. We focus on 20th-century novels and stories that use dialogue in radical ways or place conversational dynamics at the center of their projects, probably including works by Don DeLillo, Henry Green, Grace Paley, and Philip Roth. We consider the architecture of conversations—the evasions and hidden agendas; the art of the well-made monologue; how speech is shaped by varieties of linguistic capital; and secrets as a narrative device, extending into issues of conspiracy and paranoia. Since this is a craft rather than a traditional literature course, we approach the texts as creative writers (although experience as such is not required), considering what they have to say through a primary emphasis on the means they develop to say it, and we put the craft into practice: assignments include both a critical paper and a short story using radical elements of dialogue. We also make room for some consideration of the dynamics of actual conversations, outside of fiction, through a reading of some conversational analysts and speech-act theorists, and through some real-world experiments.

Credit 3 units. A&S: TH

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**L14 E Lit 437. Literary Theory: The Subject and Subjection**

Credit 3 units.

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**L14 E Lit 438. African-American Comedy**

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 439. Literary Theory**

Credit 3 units. A&S: TH

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**L14 E Lit 440. Modernism**

Credit 3 units. A&S: TH

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**L14 E Lit 441. Literature of Catastrophe**

In this course we examine the ways in which art, both literary and visual, attempt to address catastrophic events.

Credit 3 units. A&S: TH

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**L14 E Lit 442. Introduction to Romantic Poetry**

We read the poetry of the major Romantics—Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats—with attention to their biographical, historical, economic, and cultural contexts.

Credit 3 units.

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**L14 E Lit 4454. Irish Women Writers**

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 446. Introduction to Contemporary Poetry**

Introduction to contemporary poetry.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 4461. American Studies and Poetry: The 20th Century**

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 447. Modern British and American Poetry**

Modern poetic forms, schools and techniques. Readings in such poets as Yeats, Eliot, Pound, Moore, Auden, Bishop, Hill.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 4471. Modern Poetry I: Modernisms**

American and British poetry before, during, and after World War I. Readings include Hardy, Yeats, Frost, Stein, Eliot, Williams, Moore, Johnson, Pound, H.D., and Stevens, as well as selections from Wordsworth, Whitman, and Dickinson. First half of two-course sequence; second half optional

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 4472. Modern Poetry II: Post-Modernisms**

American and British poetry from 1930 to the present. Readings include Stevens, Riding, Crane, Zukofsky, Bunting, Auden, Brooks, Olson, Bishop, Merrill, Ashbery, Hill, Ammons, Rich, Wright, and Howe. Prerequisite: E Lit 4471 or permission of instructor.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 4485. Topics in Irish Literature I**

Credit 3 units. A&S: TH

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**L14 E Lit 449. Twentieth-Century Irish Poetry**

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 4492. The Irish Literary Revival**

The class studies major writings by Oscar Wilde, W. B. Yeats, J. M. Synge, James Joyce, and 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 are an organizing principle in the course. The class sees two films, offers oral reports, and writes papers.

Credit 3 units. A&S: TH

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**L14 E Lit 450. American Film Genres**

Same as Film 450

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 4505. Junior Colloquium**

Same as Hum 450

Credit 3 units. A&S: TH, WI

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**L14 E Lit 4531. American Drama**

Same as Drama 453

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 456. English Novel of the 19th Century**

Prose fiction by such writers as Jane Austen, Dickens, Thackeray, George Eliot, the Brontes, and Hardy.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 458. The Modern Novel**

Content and craft in the varying modes of the American, British, and continental modern novel by such writers as James, Joyce, Lawrence, Faulkner, Kafka, Mann, Gide, and Camus.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 4581. Modern British Novel**

A selection of books by some of the major 20th-century figures: Henry James, Samuel Butler, Joseph Conrad, James Joyce, D.H. Lawrence, Virginia Woolf, E.M. Forster, Elizabeth Bowen, Graham Greene, Christopher Isherwood, Sybille Bedford, V.S. Naipaul, William Trevor, and Kazuo Ishiguro.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 4582. The North American Novel, 1945 to the Present**

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 4583. British Fiction after Modernism**

Course attempts to identify characteristics of British postmodern fiction: experimental novels of the 1970s and 1980s—works by, for example, John Fowles, Alasdair Gray, and Martin Amis; the "devolution" of British fiction into its constituent Scottish and English strands in the 1980s and 1990s, as well as its simultaneous globalizing as diasporic novelists wrote from Britain about "home." Younger writers, in frequently provocative ways, address the questions of nation, place, class, and sexual identity that have dominated the post-war period.

Credit 3 units. A&S: TH

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**L14 E Lit 4584. Contemporary Fiction**

Credit 3 units. A&S: TH

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**L14 E Lit 4591. The Modern European Novel**

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 4601. The Shaping of Modern Literature**

Themes and major figures associated with the shaping of the modern literary imagination, including such topics as Freudian and Jungian versions of the self, phenomenological thought, the symbolist imagination, and such masters as Hegel, Kafka, Kierkegaard, and William and Henry James. Topics vary each semester; consult Course Listings.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 461. Topics in English Literature I**

Studies in special subjects, e.g., allegory and symbolism in the medieval period; the sonnet in English literature, English poetry, and politics. Consult Course Listings.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 462. Topics in English Literature II**

Variable topics, such as Travel and Colonization in the Renaissance; Renaissance Skepticism and the Literature of Doubt.

Credit 3 units. A&S: TH, SD FA: Lit

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**L14 E Lit 463. American Culture Traditions, Methods, Visions**

Same as AMCS 475

Credit 3 units. A&S: TH, WI BU: BA

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**L14 E Lit 4631. Topics in English Literature and History: The 17th Century**

Variable topics, such as Writing, Politics, and Society in Revolutionary England; Life Writing and Literature in Early Modern England.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 4653. Banned Books**

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 466. Seminar in Theory & Methods**

Same as Hum 405

Credit 3 units. A&S: TH

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**L14 E Lit 4693. Topics in European Literature and History**

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 472. History of the English Language**

Concepts and methods of linguistical study: comparative, historical, and descriptive. Application of methods to selected problems in the history of English. Contrastive analysis of excerpts from Old, Middle, and later English; sounds, meanings, syntax, and styles.

Credit 3 units. A&S: LA FA: Lit

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**L14 E Lit 475. Intellectual History of Feminism:**

Same as WGSS 475

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 476. Feminist Literary and Cultural Theory**

Same as WGSS 419

Credit 3 units. A&S: TH

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**L14 E Lit 478. The Craft of Fiction**

A literature/creative writing hybrid course concentrating on the element of dialogue in fiction, reading novels and stories that use dialogue in radical ways, including works by Don DeLillo, Henry Green, Zora Neale Hurston, Grace Paley, and Philip Roth.

Credit 3 units. A&S: LA FA: Lit

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**L14 E Lit 479. The Art and Craft of Poetry**

An examination of poetry from its beginnings in English to the present day considering the relationship between earlier traditions and the manifestations of those traditions in contemporary poetry. Issues such as image; metaphor and the employment of it; notions of vision; the extent to which vision can spring from the intersection of art and craft. Study of prosody, reading poems that exemplify the successful use of prosodic technique, and trying our own hands at those techniques as well.

Credit 3 units. A&S: LA FA: Lit

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**L14 E Lit 481. Selected English Writers I**

Concentrated study of one or two major English writers, e.g., Spenser, Dickens, Blake, Yeats. Consult Course Listings.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 482. Selected English Writers II**

Concentrated study of one or two major English writers, e.g., Spenser, Dickens, Blake, Yeats. Consult Course Listings.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 4820. Reading America: Henry Adams and the Study of American Culture**

Same as AMCS 482

Credit 3 units. A&S: TH

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**L14 E Lit 483. Selected American Writers I**

Concentrated study of one or two major American writers, e.g., Gertrude Stein and Richard Wright; Emily Dickinson. Consult Course Listings each semester for specific authors.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 484. Selected American Writers II**

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 491. Chaucer**

Readings in the Canterbury Tales. Lectures on background; critical analysis.

Credit 3 units. A&S: TH FA: Lit

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**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. A&S: TH FA: Lit

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**L14 E Lit 494. Milton**

Major poems and prose works in relation to literary and intellectual currents of the 17th century.

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 4951. Seminar: The 19th-Century European Novel**

Same as Comp Lit 495

Credit 3 units. A&S: TH FA: Lit

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**L14 E Lit 4969. Shakespeare in Production**

Same as Drama 469

Credit 3 units. A&S: LA

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**L14 E Lit 4976. Advanced Seminar in Literature**

Same as History 4976

Credit 4 units. A&S: TH

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**L14 E Lit 498. The Spenser Lab**

This course involves graduate and undergraduate students in the ongoing work of the Spenser Project, an interinstitutional effort to produce a traditional print edition of the Complete Works of Edmund Spenser.

Credit 3 units. A&S: TH

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**L14 E Lit 498W. The Spenser Lab**

In this writing-intensive course, the students are given a variety of writing tasks: writing commentaries, introductions, software manuals, grant proposals, software requirements, and design documents (SRDDs).

Credit 4 units. A&S: TH, WI

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**Phone:** 314/935-5190

**Email:** [english@artsci.wustl.edu](mailto:english@artsci.wustl.edu)

**Departmental website:** <http://artsci.wustl.edu/~english/>

Environmental Studies is an exciting interdisciplinary program that gives you a relevant and comprehensive look at the various systems that shape the Earth's environment. This course of study offers you the opportunity to major or minor in either environmental natural science or societal issues associated with the environment. The program's curriculum reflects the breadth of environmental studies and allows you to explore in depth the environmental connections between different fields of study. Environmental Studies offers three different tracks for students to follow.

As a major or minor in Environmental Studies, you may participate in environmental research or fieldwork. Fieldwork has included surveying local wetlands to study the effects of flooding, investigating the biological effects of lead smelting, and using satellite imagery to study the effects of flooding in river channels. Some examples of research have included studying thermopiles from Vulcano Island, Italy, co-management of National Parks, and Green Energy in the United States. You may choose to work in field schools or conduct research in environmental policy during a year abroad. In the past, students have worked in South Africa, Australia, Costa Rica, and Kenya.

## Director

### Jan P. Amend

Associate Professor  
Ph.D., University of California–Berkeley  
(Earth and Planetary Sciences)

## Associate Director

### Tiffany Knight

Associate Professor  
Ph.D., University of Pittsburgh  
(Biology)

## Endowed Professors

### Raymond E. Arvidson

James S. McDonnell Distinguished University Professor  
Ph.D., Brown University  
(Earth and Planetary Sciences)

### Pratim Biswas

Stifel and Quinette Jens Professor  
Ph.D., California Institute of Technology  
(Chair, Department of Energy, Environmental, and Chemical Engineering)

### Milorad (Mike) Dudukovic

Laura and William Jens Professor  
Ph.D., Illinois Institute of Technology, Chicago  
(Chemical engineering)

### Robert Pollak

Herrnreich Distinguished Professor of Economics  
Ph.D., Massachusetts Institute of Technology  
(Economics)

### Barbara A. Schaal

Mary-Dell Chilton Distinguished Professor in Arts & Sciences  
Ph.D., Yale University  
(Biology)

### Alan R. Templeton

Charles Rebstock Professor of Biology  
Ph.D., University of Michigan  
(Biology)

## Professors

### Richard Axelbaum

Ph.D., University of California–Davis  
(Energy, Environmental, and Chemical Engineering)

### Jon M. Chase

Ph.D., University of Chicago  
(Biology, Director of Tyson Research Center)

### Robert E. Criss

Ph.D., California Institute of Technology  
(Earth and Planetary Sciences)

### Willem H. Dickhoff

Ph.D., Free University, Amsterdam  
(Physics)

### Robert F. Dymek

Ph.D., California Institute of Technology  
(Earth and Planetary Sciences)

### J. Claude Evans

Ph.D., State University of New York–Stony Brook  
(Philosophy)

### M. Bruce Fegley

Ph.D., Massachusetts Institute of Technology  
(Earth and Planetary Sciences)

### T. R. Kidder

Ph.D., Harvard University  
(Department Chair of Anthropology, Professor of Archaeology)

### William R. Lowry

Ph.D., Stanford University  
(Political Science)



**Jill D. Pasteris**

Ph.D., Yale University  
(Earth and Planetary Sciences)

**Bruce Petersen**

Ph.D., Harvard University  
(Economics)

**D. Tab Rasmussen**

Ph.D., Duke University  
(Physical anthropology)

**Glenn D. Stone**

Ph.D., University of Arizona  
(Sociocultural anthropology)

**Robert W. Sussman**

Ph.D., Duke University  
(Physical anthropology)

**Doug A. Wiens**

Ph.D., Northwestern University  
(Earth and Planetary Sciences, Chair)

## Associate Professors

**Geoff Childs**

Ph.D., Indiana University  
(Sociocultural anthropology)

**Daniel Giammar**

Ph.D., California Institute of Technology  
(Energy, Environmental, and Chemical Engineering)

**Clare Palmer**

Ph.D., Oxford University  
(Philosophy)

**Jennifer R. Smith**

Ph.D., University of Pennsylvania  
(Earth and Planetary Sciences)

**Jay R. Turner**

D.Sc., Washington University  
(Chemical and civil engineering)

## Assistant Professors

**Jeffrey G. Catalano**

Ph.D., Stanford University  
(Earth and Planetary Sciences)

**David Fike**

Ph.D., MIT  
(Earth and Planetary Sciences)

**Young-Shin Jun**

Ph.D., Harvard University  
(Energy, Environmental, and Chemical Engineering)

**Ken Olsen**

Ph.D., Washington University  
(Biology)

## Additional Faculty

**Maxine I. Lipeles**

J.D., Harvard University  
(Law, Interdisciplinary Environmental Clinic)

**Beth Martin**

M.S., Washington University  
(Law and Environmental Studies)

**John Parks**

Ph.D., Washington University  
(Environmental Studies and University College)

## The Major in Environmental Studies

### Track 1: Social Science Track

The Social Science Track of Environmental Studies is designed to give students a broad understanding of the environment with regard to anthropology, economics, history, philosophy, and political science. In order to ensure the breadth and depth necessary to evaluate the consequences of environmental policy decisions, the environmental social science major has been created with the following required and elective courses.

**Total units required: 31**

**Required courses:**

EnSt 294 Introduction to Environmental Studies: Social Sciences  
Biol 381 Intro to Ecology  
EPSc 201 Earth and the Environment  
EnSt 490 Senior Seminar

And one of the two following courses:

Anthro 361 Culture and Environment  
Pol Sci 332B (Environmental and Energy Issues)

**Tier 1 Electives** (three of the following):

Anthro 3322 Brave New Crops

Anthro 3612 Population and Society  
 Anthro 399B. Rich Nations, Poor Nations  
 Econ 451 Environmental Policy  
 EnSt 335. Introduction to Environmental Ethics  
 Path 201 Land Dynamics and the Environment **and** Path 202  
 Case Study: Southwestern United States (both courses necessary  
 for one requirement)

**Tier 2 Electives** (two of the following):

AMCS 4210 A Tale of Two Cities: Urban Form and Society in  
 Chicago and St. Louis  
 Anthro 306B Africa: Peoples and Cultures  
 Anthro 406 Primate Ecology and Social Structure  
 Anthro 4253 Researching Fertility, Mortality, and Migration  
 Anthro 4282 Political Ecology  
 ARCH 336A Sustainability  
 ARCH 336B Designing Sustainable Environments  
 Arch 455. Metropolitan Landscapes  
 Arch 464. Hybrid Landscapes: Ecology, Infrastructure, and  
 Cultural Expression  
 EnSt 380 Applications in GIS  
 E Lit 424 Topics in American Literature II: Modernisms in America  
 EECE 262. Introduction to Environmental Engineering  
 History 3063. American Environmental History  
 History 3066 (The American City in the 19th and 20th Centuries)  
 History 38M8 The Making of the Modern American Land-  
 scape-Writing Intensive Seminar  
 EnSt/History 3003. Critical Issues in American Environmental  
 History  
 EnSt 3225 (Environmental History of Latin America)  
 EnSt 379 Feast or Famine: Archaeology and Climate Change/  
 Anthro 379 Feast or Famine: Archaeology and Climate Change  
 EnSt 479 Climate, Culture, and Human History/Anthro 479  
 Climate, Culture, and Human History  
 EnSt 4980 Undergraduate Research Seminar/EPSc 498 Under-  
 graduate Research Seminar  
 Course EnSt 539 Not Found.  
 Psych 347 Environmental Psychology

**Track 2: Geoscience Track**

The Geoscience Track of the Environmental Studies major is for  
 students interested in Earth surface processes, including global  
 elemental cycling, land use, aqueous geochemistry, geobiology,  
 paleoenvironmental processes, and climate change. Students  
 take a number of required courses and electives from the two tiers.

**Total units required:** 54

**Required courses:**

EnSt 294 Introduction to Environmental Studies: Social Sciences  
 EnSt 381 Intro to Ecology  
 EPSc 201 Earth and the Environment

EPSc 323 Biogeochemistry  
 EPSc 352 Earth Materials  
 Math 131 Calculus I **and** Math 132 Calculus II  
 Chem 111A (General Chemistry I) **and** Chem 112A General  
 Chemistry II.  
 EnSt 490 Senior Seminar

And one of the two following courses:

Anthro 361 Culture and Environment  
 Pol Sci 332B (Environmental and Energy Issues)

**Tier 1 Electives** (three of the following):

EnSt 221A (Human Use of the Earth)  
 EPSc 385 Earth History  
 EPSc 401 Earth Systems Science  
 EPSc 408 Earth's Atmosphere & Global Climate  
 EPSc 409 Surface Processes  
 EnSt 413 Introduction to Soil Science  
 EPSc 418 Paleobiology  
 EPSc 422 Sedimentary Geology  
 EPSc 428 Hydrology  
 EPSc 430 Environmental Mineralogy  
 EPSc 444 Environmental Geochemistry  
 EPSc 484 Paleoenvironmental Reconstruction  
 ChE 443 Environmental Chemistry  
 ChE 262 Introduction to Environmental Engineering

**Tier 2 Electives** (three of the following):

Anthro 367 Paleoanthropology  
 Anthro 434 Behavioral Research at the St. Louis Zoo  
 Anthro 459 Human Osteology  
 Biol 3110 Vertebrate Structure Laboratory  
 Biol 347. Darwin and Evolutionary Controversies  
 EnSt 370 Biological Conservation  
 Biol 4023 How Plants Work: Physiology, Growth and Metabolism  
 Biol 404 Laboratory of Neurophysiology  
 Biol 4193 Experimental Ecology Laboratory/EnSt 4193 Experi-  
 mental Ecology Laboratory  
 ChE 345 Pollution Abatement and Waste Minimization  
 Chem 261 (Organic Chemistry I with Lab) *or* Chem 262 (Organic  
 Chemistry II with Lab)  
 CE 352A. Water and Wastewater Treatment  
 EPSc 310. Geological Field Methods  
 EPSc 400 Topics in the Geosciences  
 EPSc 407 Remote Sensing  
 EnSt 380 Applications in GIS  
 EPSc 446 Stable Isotope Geochemistry  
 EPSc 448. Microbial Geochemistry  
 EPSc 449 Microbes In the Environment/EnSt 4491 Microbes in the  
 Environment  
 EPSc 454 Exploration and Environmental Geophysics

EPSc 480 Special Topics In Microbiology-Chemistry-Earth Science  
 EnSt 4980 Undergraduate Research Seminar/EPSc 498 Undergraduate Research Seminar  
 EnSt 3225 Environmental History of Latin America/History 3225 Environmental History of Latin America  
 Phil 235F (Introduction to Environmental Ethics)  
 Course EnSt 539 Not Found.  
 EnSt 332 Environmental and Energy Issues  
 Psych 330 Sensation and Perception  
 Psych 3401 Biological Psychology  
 Path 201 Land Dynamics and the Environment **and** Path 202 Case Study: Southwestern United States (both courses necessary for one requirement)

### Track 3: Biology/Ecology Track

The Biology/Ecology Track of the Environmental Studies major provides students with a strong background in biology and ecology, with emphasis on evolution, genetics, botany, population, and behavior. Students take a number of required courses, complemented by electives from the two tiers.

**Total units required:** 49

#### Required courses:

EnSt 294 Introduction to Environmental Studies: Social Sciences  
 Biol 381 Intro to Ecology  
 EPSc 201 Earth and the Environment  
 Math 131 Calculus I **and** Math 132 Calculus II  
 Chem 111A General Chemistry I **and** Chem 112A General Chemistry II  
 EnSt 490 Senior Seminar

One of the two following courses:

Anthro 361 Culture and Environment  
 Pol Sci 332B Environmental and Energy Issues

#### Tier 1 Electives (three of the following):

Anthro 307A Human Variation  
 Anthro 3661 Primate Biology  
 Anthro 4211 Paleoethnobotany and Ethnobotany  
 Anthro 362 The Biological Basis of Human Behavior  
 Biol 2960 Principles of Biology I  
 Biol 349 Microbiology  
 Biol 3501 Evolution  
 Biol 372 Behavioral Ecology  
 Biol 4170 Population Ecology  
 Biol 4181 Population Genetics  
 Biol 4182 Macroevolution  
 Biol 4183 Molecular Evolution  
 Biol 419 Community Ecology

Biol 4193 Experimental Ecology Laboratory  
 Biol 4202 Evolutionary Genetics  
 EPSc 323 Biogeochemistry

#### Tier 2 Electives (four of the following):

Anthro 367 Paleoanthropology  
 Anthro 434 Behavioral Research at the St. Louis Zoo  
 Anthro 459 Human Osteology  
 Biol 3110 Vertebrate Structure Laboratory  
 Biol 347. Darwin and Evolutionary Controversies  
 EnSt 370 Biological Conservation  
 Biol 4023 How Plants Work: Physiology, Growth and Metabolism  
 Biol 404 Laboratory of Neurophysiology  
 Biol 4193 Experimental Ecology Laboratory/EnSt 4193 Experimental Ecology Laboratory  
 ChE 345 Pollution Abatement and Waste Minimization  
 ChE 443 Environmental Chemistry  
 Chem 261 Organic Chemistry I with Lab **or** Chem 262 Organic Chemistry II with Lab.  
 CE 352A. Water and Wastewater Treatment  
 EPSc 310. Geological Field Methods  
 EPSc 385 Earth History  
 EPSc 400 Topics in the Geosciences  
 EPSc 407 Remote Sensing  
 EnSt 380 Applications in GIS  
 EPSc 446 Stable Isotope Geochemistry  
 EPSc 448. Microbial Geochemistry  
 EPSc 449 Microbes In the Environment/EnSt 4491 Microbes in the Environment  
 EPSc 454 Exploration and Environmental Geophysics  
 EPSc 480 Special Topics In Microbiology-Chemistry-Earth Science  
 EnSt 4980 Undergraduate Research Seminar/EPSc 498 Undergraduate Research Seminar  
 EnSt 3225/History 3225 Environmental History of Latin America  
 Phil 235F (Introduction to Environmental Ethics)  
 Course EnSt 539 Not Found.  
 EnSt 332 Environmental and Energy Issues  
 Psych 330 Sensation and Perception  
 Psych 3401 Biological Psychology  
 Path 201 Land Dynamics and the Environment **and** Path 202 Case Study: Southwestern United States (both courses necessary for one requirement)

### Additional Information

**Student-Designed Majors:** Due to the diversity of topics in Environmental Studies, we realize that there may be some students who have an interest in the environment that is not properly covered by the approved curriculum. Therefore, students may propose their own track instead of working on the set requirements. Such tracks must propose a rigorous course of study that has a consistent theme that provides a depth of understanding

in an area of environmental studies. Examples of appropriate tracks might be “Global Climate Change,” “Behavioral Science and the Environment,” or “Paleobiology.” Proposed tracks that sample broadly across Environmental Studies but without depth will not be approved. Students should identify and work with a sponsor to develop a track. Proposed tracks must be approved by the sponsor and the program director.

**Senior Seminar:** Provides an opportunity for students majoring in environmental science and environmental social science to communicate across interdisciplinary boundaries. Topics of current interest to environmental studies are presented and discussed by students in weekly sessions. Efforts are made to communicate ideas from environmental science, biology, economics, anthropology, geology, political science, chemistry, and law in ways that are easily understood by all participants.

**Senior Latin Honors :** In order to receive Latin Honors, the designation of *cum laude*, *magna cum laude*, or *summa cum laude* on transcripts and diplomas, you must have *maintained a 3.5 grade point average through the final semester*.

Students interested in pursuing Latin Honors must enroll in EnSt 498 in the fall, and EnSt 499 in the spring. The fall course gathers all the students pursuing Latin Honors together. The professor teaching the course goes over all the details and necessary information about writing a successful Honors thesis. The class meets a few times a semester. In spring, honors candidates will enroll in EnSt 499 under the section number of their EnSt Faculty adviser, and the students work exclusively with the faculty adviser.

The program’s recommendation for Honors is based on grade point average (GPA), and submission of a Senior Honors Thesis. Be aware that conferral of Honors requires the recommendation not only of the major department but also of the Committee on Honors of the College of Arts & Sciences.

The program’s guidelines for levels of Senior Honors are as follows:

**A.B. *cum laude* :** a minimum GPA of 3.5, and a satisfactory Senior Honors Thesis.

**A.B. *magna cum laude* :** a minimum GPA of 3.65, and an outstanding Senior Honors Thesis.

**A.B. *summa cum laude* :** a minimum GPA of 3.8, and an exceptional Senior Honors Thesis.

The Senior Honors thesis should reflect substantial effort. It should begin with an introduction putting the work into an environmental studies context while reviewing relevant literature. A methods section, more extensive than those in a journal article, should demonstrate that the student understands the methods used. Results and discussion may be combined or presented separately.

Tables, figures, and bibliographies should be in a standard form. As a student rarely completely solves a problem within the available time, an indication of what should be done next is often appropriate.

The Honors Thesis will be read by a committee of at least three faculty members and its merit evaluated in accord with the level of Honors considered. The student should select a faculty member to guide the generation of this thesis the semester before the work is to begin. The Honors Thesis should be completed and given to the student’s committee members by spring break of the senior year.

## The Minor in Environmental Studies

### Units required:

Minors in Environmental Studies will take a minimum of six courses (four required and two electives). These must be distinct from the student’s major. No double counting. Also, at least 9 units must be at the 300 level or above.

### Required courses:

 Four courses:

EnSt 294. Introduction to Environmental Studies: Social Science  
EnSt 381. Introduction to Ecology  
EPSc 201. Earth and the Environment (or EPSc 200A)

and one of the following:

Anthro 361. Culture and Environment  
Pol Sci 332. Environmental and Energy Issues

### Elective courses:

Choose two of the following:

\*Anthro 3322. Brave New Crops  
\*Anthro 3612. Population and Society  
Econ 451. Environmental Policy  
EnSt/History 3003. American Environmental History  
EnSt 335. Introduction to Environmental Ethics  
EnSt 370. Biological Conservation  
EPSc/EnSt 323. Biogeochemistry  
EPSc 352. Earth Materials

\* if **not** taken as required course

### L82 EnSt 109A. Quantitative Reasoning in Environmental Science

Same as EPSc 109A

Credit 3 units. A&S: NS, QA BU: SCI FA: NSM

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**L82 EnSt 110. Environmental Issues**

This course examines the science behind current environmental issues, with emphasis on ecology and earth science. Students gain an understanding about the consequences of the way that humans currently interact with the natural environment and potential solutions that would allow long-term sustainability of the Earth. Topics include: human population growth, global climate change, energy use, challenges to feeding the world, the interaction between the environment and human health, sustainable design, and the relationship between biodiversity and ecosystem functioning.

Credit 3 units. A&S: NS BU: SCI

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**L82 EnSt 125. The Dinosaurs: "Facts" and Fictions**

Same as EPSc 125

Credit 3 units. A&S: NS BU: SCI

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**L82 EnSt 181. Freshman Seminar: Issues in Environmental Studies**

A survey of current environmental issues, including global warming, carbon cycling, degradation of groundwater quality, declining biodiversity, deforestation and conservation policy, and environmental law, among others. At each meeting a member of the Environmental Studies program faculty or professionals working in environmental fields summarize that week's topic and lead the discussion based on a variety of source materials. Students are expected to attend and take part in the discussions.

Credit/no credit only.

Credit 1 unit. A&S: NS

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**L82 EnSt 201. Earth and the Environment**

Same as EPSc 201

Credit 4 units. A&S: NS BU: SCI

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**L82 EnSt 221A. Human Use of the Earth**

Same as EPSc 221A

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L82 EnSt 222. Topics in Japanese Literature & Culture: Environmental Consciousness in Modern Japanese Literature**

Same as Japan 221

Credit 3 units. A&S: TH

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**L82 EnSt 272A. Physics and Society**

Same as Physics 171A

Credit 3 units. A&S: NS, QA BU: SCI FA: NSM

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**L82 EnSt 294. Introduction to Environmental Studies: Social Sciences**

Introduction to interdisciplinary environmental study in the social sciences and humanities. Topics include: differing interpretations of "nature" and "environment"; contrasting understandings of relationships between humans and their environments; key concepts in environmental studies such as "sustainable development" and "the precautionary principle"; different conceptions of, and objections to, environmentalism. These ideas and debates are explored in the context of important current environmental controversies. No prerequisites.

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

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**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.

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**L82 EnSt 3053. Nomadic Strategies and Extreme Ecologies**

Same as Anthro 3053

Credit 3 units. A&S: SS BU: BA, IS FA: SSP

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**L82 EnSt 306B. Africa: Peoples and Cultures**

Same as Anthro 306B

Credit 3 units. A&S: SS, CD BU: HUM, IS FA: SSP

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**L82 EnSt 3225. Environmental History of Latin America**

Same as History 3225

Credit 3 units. A&S: TH, CD

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**L82 EnSt 323. Biogeochemistry**

Same as EPSc 323

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L82 EnSt 332. Environmental and Energy Issues**

Same as Pol Sci 332B

Credit 3 units. A&S: SS BU: ETH FA: SSP

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**L82 EnSt 3322. Brave New Crops**

Same as Anthro 3322

Credit 3 units. A&S: SS BU: IS FA: NSM

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**L82 EnSt 3326. Modern Third World**

Same as Anthro 3326

Credit 3 units. A&S: SS

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**L82 EnSt 335F. Introduction to Environmental Ethics**

Same as Phil 235F

Credit 3 units. A&S: TH BU: ETH FA: SSP

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**L82 EnSt 361. Culture and Environment**

Same as Anthro 361

Credit 3 units. A&S: SS BU: ETH FA: SSP

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**L82 EnSt 370. Biological Conservation**

This course explores the science of understanding and conserving biodiversity. Fundamental principles from genetics, evolution, and ecology are applied to issues such as species preservation, habitat restoration, refuge design, and management. We get hands-on experience with a wide array of quantitative tools and methods. Examples and original research from diverse taxa and ecosystems are discussed. Format includes lecture, discussion of primary research articles, and cooperative work on quantitative problems. Credit 3 units. A&S: NS BU: SCI

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**L82 EnSt 372. Behavioral Ecology**

Same as Biol 372

Credit 3 units. A&S: NS FA: NSM

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**L82 EnSt 374. Social Landscapes in Global View**

Same as Anthro 374

Credit 3 units. A&S: SS

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**L82 EnSt 379. Feast or Famine: Archaeology and Climate Change**

Same as Anthro 379

Credit 3 units. A&S: SS

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**L82 EnSt 3793. Mississippi River Basin: Past, Present, and Future**

Same as Anthro 3793

Credit 4 units. A&S: SS

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**L82 EnSt 380. Applications in GIS**

This introductory course in Geographic Information Systems (GIS) is designed to provide basic knowledge of GIS theory and applications using the existing state-of-the-art GIS software. The course is taught using a combination of lectures, demonstrations, and hands-on, interactive tutorials in the classroom. The first week of the course provides a broad view of how you 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 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: NS

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**L82 EnSt 381. Intro to Ecology**

Same as Biol 381

Credit 3 units. A&S: NS

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**L82 EnSt 390. Independent Study**

Independent study for undergraduates, supervised by a faculty member. Prerequisite: permission of instructor.

Credit variable, maximum 6 units.

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**L82 EnSt 391. Directed Research in Environmental Studies**

Research activities or project in environmental studies done under the direction of an instructor in the program. Permission of an instructor and the chair of the program is required.

Credit variable, maximum 6 units.

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**L82 EnSt 392. Directed Field Work in Environmental Studies**

Fieldwork carried out under the direction or supervision of an instructor in the program. Permission of an instructor and of the chair of the program is required.

Credit variable, maximum 6 units.

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**L82 EnSt 393. Practical Skills in Environmental Biology Research**

This course provides students with an interest in research in environmental biology and a broad overview of the skills and tools needed for a successful career. Topics covered include: (1) developing ideas/approaches for research projects, (2) experimental design and analyses, (3) using the primary literature effectively, (4) writing successful small grant and fellowship proposals, (5) writing/reporting results. In addition, students learn other important field biology skills, including a variety of field methods, as well as coping with rough field conditions. Some Saturday and nighttime field trips required. Grading is based primarily on class participation and take-home assignments. Prerequisites: permission of Professor Chase and at least one of the following courses: EnSt 370, EnSt 373, Biol 3501, Biol 372, Biol/EnSt 381, Biol/EnSt 4170, Biol/EnSt 419, Biol 4191, Biol/EnSt 4193.

Credit 2 units. A&S: NS

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**L82 EnSt 408. EARTH'S ATMOSPHERE AND GLOBAL CLIMATE**

Same as EPSc 408

Credit 3 units. A&S: NS FA: NSM

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**L82 EnSt 413. Introduction to Soil Science**

Same as EPSc 413



Credit 3 units. A&S: NS

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**L82 EnSt 4170. Population Ecology**

Same as Biol 4170

Credit 3 units. A&S: NS, QA

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**L82 EnSt 419. Community Ecology**

Same as Biol 419

Credit 3 units. A&S: NS FA: NSM

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**L82 EnSt 4193. Experimental Ecology Laboratory**

Same as Biol 4193

Credit 4 units. A&S: NS, WI

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**L82 EnSt 428. Hydrology**

Same as EPSc 428

Credit 4 units. A&S: NS FA: NSM

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**L82 EnSt 432. Environmental Mineralogy**

Same as EPSc 430

Credit 4 units. A&S: NS FA: NSM

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**L82 EnSt 444. Environmental Geochemistry**

Same as EPSc 444

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L82 EnSt 4491. Microbes in the Environment**

Same as EPSc 449

Credit 3 units. A&S: NS

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**L82 EnSt 451. Environmental Policy**

Same as Econ 451

Credit 3 units. A&S: SS BU: BA, ETH FA: SSP

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**L82 EnSt 479. Climate, Culture, and Human History**

Same as Anthro 479

Credit 3 units. A&S: NS

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**L82 EnSt 480. Special Topics in Microbiology-Chemistry-Earth Science**

Same as EPSc 480

Credit 3 units. A&S: NS

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**L82 EnSt 490. Senior Seminar**

Provides an opportunity for students majoring in environmental science and environmental social science to communicate across interdisciplinary boundaries. Topics of current interest to environmental studies are presented and discussed by students in weekly sessions. Efforts are made to communicate ideas from environmental science, biology, economics, anthropology, geology, political science, chemistry, and law in ways that are easily understood by all participants. Prerequisite: senior standing.

Credit 3 units. A&S: NS

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**L82 EnSt 490W. Senior Seminar: Writing-Intensive**

This is a writing-intensive version of EnSt 490 Senior Seminar. Students participate in the regular EnSt 490 class and are responsible for all the assignments associated with EnSt 490. Students in EnSt 490W have one additional meeting each week—a writing workshop. Writing assignments are designed to provide students with the opportunity to dissect, reconstruct, and reflect upon topics discussed in EnSt 490. Students also examine types of writing found in environmental studies. The class consists of extensive drafting and revising of the student work, including in-class editing workshops, peer reviews, and individual meetings between students and the instructor.

Credit 5 units. A&S: NS, WI

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**L82 EnSt 498. Senior Honors Research**

Independent research for undergraduate Honors, supervised by a faculty member. Prerequisites: senior standing, eligibility for Honors, and permission of instructor.

Credit 3 units.

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**L82 EnSt 4980. Undergraduate Research Seminar**

Same as EPSc 498

Credit 3 units. A&S: NS, WI FA: NSM

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**L82 EnSt 499. Senior Honors**

Independent work for undergraduate Honors, supervised by a faculty member. Prerequisites: senior standing, eligibility for Honors, and permission of instructor.

Credit 3 units.

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**Phone:**

314/935-7047

**Email:**

enstadmin@levee.wustl.edu

**Departmental website:**

<http://enst.wustl.edu/>

## Arts & Sciences: European Studies

If you have an interest in a broadly interdisciplinary perspective on the cultures, histories, politics, and economics of modern Europe (1750–present), you may major in International and Area Studies (IAS) with a concentration in European Studies. Given the importance of Europe to the United States, both historically and in the contemporary period, the relevant course work for this concentration is found across a wide range of social science and humanities departments at Washington University. We offer advanced course work in most major European languages (including French, German, Italian, Russian, and Spanish) as well as study abroad opportunities in all these languages.

### Co-Directors

#### Lynne Tatlock

Hortense and Tobias Lewin Distinguished University Professor in the Humanities  
Ph.D., Indiana University  
(Germanic Languages and Literatures)

#### Steven C. Hause

Senior Scholar in the Humanities  
Ph.D., Washington University  
(History)

### Endowed Professors

#### John R. Bowen

Dunbar-VanCleve Professor in Arts & Sciences  
Ph.D., University of Chicago  
(Anthropology)

#### Hillel J. Kieval

Gloria M. Goldstein Professor of Jewish History and Thought  
Ph.D., Harvard University  
(History)

#### Paul Michael Lützeler

Rosa May Distinguished University Professor in the Humanities  
Ph.D., Indiana University  
(German and Comparative Literature)

#### Hugh J. MacDonald

Avis Blewett Professor of Music  
Ph.D., University of Cambridge  
(Music)

#### Stanley L. Paulson

William Gardiner Hammond Professor of Law  
J.D.; Ph.D., Harvard University; University of Wisconsin  
(Law and Philosophy)

#### James V. Wertsch

Marshall S. Snow Professor of Arts & Sciences  
Ph.D., University of Chicago  
(Anthropology, International and Area Studies)

### Professors

#### Lutz Koepnick

Ph.D., Stanford University  
(Germanic Languages and Literatures)

#### Joseph Loewenstein

Ph.D., Yale University  
(English)

#### Stamos Metzidakis

Ph.D., Columbia University  
(Romance Languages and Literatures)

#### Dolores Pesce

Ph.D., University of Maryland  
(Music)

#### Stephan Schindler

Ph.D., University of California–Irvine  
(Germanic Languages and Literatures)

#### Joseph Schraibman

Ph.D., University of Illinois at Urbana–Champaign  
(Romance Languages)

#### Henry I. Schvey

Ph.D., Indiana University  
(Performing Arts)

#### Harriet Stone

Ph.D., Brown University  
(Romance Languages and Literatures)

### Associate Professors

#### Gaetano Antinolfi

Ph.D., Cornell University  
(Economics)

#### Guinn Batten

Ph.D., Duke University  
(English)

#### Elizabeth Childs

Ph.D., Columbia University  
(Art History and Archaeology)

**Matt Erlin**

Ph.D., University of California–Berkeley  
(Germanic Languages and Literatures)

**Erin McGlothlin**

Ph.D., University of Virginia  
(Germanic Languages and Literatures)

**William McKelvy**

Ph.D., University of Virginia  
(English)

**Rebecca Messbarger**

Ph.D., University of Chicago  
(Romance Languages and Literatures)

**Max J. Okenfuss**

Ph.D., Harvard University  
(History)

**Michael Sherberg**

Ph.D., University of California–Los Angeles  
(Romance Languages and Literatures)

**Corinna Treitel**

Ph.D., Harvard University  
(History)

**Akiko Tsuchiya**

Ph.D., Cornell University  
(Romance Languages and Literatures)

## Assistant Professors

**Charly Coleman**

Ph.D., Stanford University  
(History)

**Rebecca de Roo**

Ph.D., University of Chicago  
(Art History and Archaeology)

**Jennifer Kapczynski**

Ph.D., University of California–Berkeley  
(Germanic Languages and Literatures)

**Anca Parvulescu**

Ph.D., University of Minnesota  
(English)

**Peter Schmelz**

Ph.D., University of California–Berkeley

(Music)

## Adjunct Faculty

**Sabine Eckmann**

Director and Curator, Washington University Mildred Lane Kemper  
Art Museum

Ph.D., University of Erlangen–Nürnberg and University of Köln  
(Art)

## Professors Emeriti

**Milica Banjanin**

Ph.D., Washington University  
(Russian)

**Elyane Dezon-Jones**

Doctorat de 3e Cycle, University of Paris  
(Romance Languages and Literatures)

**Gerald Izenberg**

Ph.D., Harvard University  
(History)

**Wilhelm Neuefeind**

Ph.D., Universität Bonn  
(Economics)

## The Major in European Studies/ International and Area Studies

**Total units required:** 28 to 31 graded credits plus four semesters  
(or its equivalent) of a European language.

**Required courses:**

IAS 200. Introduction to International Studies (1 credit)  
IAS 207. Crossing Borders (3 credits)  
IAS 344. Introduction to European Studies (3 credits)

**Elective courses:**

- A world-area focused/civilization course outside of the European Studies concentration (3 credits)
- 18 credits of advanced course work with European content, including a minimum of 3 credits each from at least three of the following categories: (1) social sciences, (2) history, (3) literature, (4) art history, drama, film, and music. At least 3 of those 18 credits must include a 400-level course.

**Regulations:**

- No more than 6 credits may be from a semester of study abroad (9 credits from a year of study abroad) (400-level credits must be earned on campus or in Washington University courses taught abroad).
- For those who do not study abroad, an additional 3 credits at the 300 or 400 level are required.
- No more than 3 credits may be from directed readings, research, or internships excluding the honors thesis.
- The 18 to 21 advanced credits must be unique to the European Studies/IAS major.
- If your prime major is International and Area Studies, you must participate in a capstone experience. This may take the form of an Honors thesis, a senior project, or a specially designated 400-level course. For more details, see the IAS Handbook section on capstone experiences.

## Additional Information

**Language Requirement for the Major in European Studies/ International and Area Studies :** All majors must satisfy a foreign language requirement. You may satisfy this requirement with the successful completion of the first four semesters of language instruction in the language program of choice (other than English) or the equivalent. Entering students wishing to prove equivalency must take the Washington University Placement Test for the language in question or score a 5 on the AP test. Students claiming the status of native speakers may be exempted from the placement test by the undergraduate director or by the section coordinator of the language program in question. We encourage students interested in IAS who have achieved a high level of language competency before entering Washington University to continue their language study, either in the same language or in an additional language, but it is assumed that you will satisfy your requirement by demonstrating competence in at least one language through the fourth semester.

**Study Abroad:** You are strongly encouraged to study abroad in one of Washington University's Overseas Programs during your junior year or the summer. Some credit for courses taken abroad may be applied to the major. For those who do not study abroad, an additional 3-credit course at the 300 or 400 level is required.

**Senior Honors:** If you have a strong academic record, you may apply to work toward Honors by writing an Honors thesis during your senior year.

## The Minor in European Studies

### Requirements:

- 18 graded credits plus four semesters (or its equivalent) of a European language.
- IAS 207. Crossing Borders (3 credits)
- IAS 344. Introduction to European Studies (3 credits)

- At least 12 credits of advanced (300-plus) course work drawn from at least two different departments, all focused on Europe since 1750, as determined in consultation with the adviser.
- No more than 3 credits may be from independent study or research.
- No more than 3 credits may be from a semester or summer of study abroad (6 credits from a year of study abroad).
- All advanced credits must be unique to the International and Area Studies minor (i.e. not counted toward any other major or minor).

## Additional Information

**Language Requirement for the Minor in European Studies/ International and Area Studies :** All minors must satisfy a foreign language requirement. You may satisfy this requirement with the successful completion of the first four semesters of language instruction in the language program of choice (other than English) or the equivalent. Entering students wishing to prove equivalency must take the Washington University Placement Test for the language in question or score a 5 on the AP test. Students claiming the status of native speakers may be exempted from the placement test by the undergraduate director or by the section coordinator of the language program in question. We encourage students interested in International and Area Studies who have achieved a high level of language competency before entering Washington University to continue their language study, either in the same language or in an additional language, but it is assumed that you will satisfy your requirement by demonstrating competence in at least one language through the fourth semester.

**Study Abroad:** You are strongly encouraged to study abroad in one of Washington University's Overseas Programs during your junior year or the summer. Some credit for courses taken abroad may be applied to the minor.

### L79 EuSt 3024. International Institutions

Same as Pol Sci 3024

Credit 3 units. A&S: SS BU: IS

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### L79 EuSt 3093. Politics of the European Union

Same as Pol Sci 3093

Credit 3 units. A&S: SS

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### L79 EuSt 313. Topics in English and American Literature

Same as E Lit 313

Credit 3 units. A&S: TH BU: HUM FA: Lit

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### L79 EuSt 313E. Introduction to Comparative Arts

Same as Comp Lit 313E

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L79 EuSt 3191. Interdisciplinary Studies in the Humanities:  
The European Avant-Garde**

Same as Hum 3191  
Credit 3 units. A&S: TH

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**L79 EuSt 320. British Cinema: A History**

Same as Film 320  
Credit 3 units. A&S: TH BU: IS

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**L79 EuSt 321. Comparative European Politics**

Same as Pol Sci 321  
Credit 3 units. A&S: SS BU: BA, HUM, IS FA: SSP

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**L79 EuSt 3221. The Jewish Experience in Italy, 1850 - 1945**

Same as Ital 3221  
Credit 3 units. A&S: TH

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**L79 EuSt 323. The Cinema of Eastern Europe in the Cold War  
Era**

Same as Film 323  
Credit 3 units. A&S: TH, CD BU: IS

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**L79 EuSt 3250. French Film Culture**

Same as Film 325  
Credit 3 units. A&S: TH BU: IS

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**L79 EuSt 328. History of German Cinema**

Same as Film 328  
Credit 3 units. A&S: TH BU: IS

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**L79 EuSt 3290. Italian Neorealism**

Same as Film 329  
Credit 3 units. A&S: TH BU: IS

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**L79 EuSt 332. Topics in Film Studies: Italian Cinema**

Same as Ital 332  
Credit 3 units. A&S: TH BU: IS FA: AH, Lit

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**L79 EuSt 3331. The Holocaust: the Experience of European  
Jewry**

Same as History 333  
Credit 3 units. A&S: TH, SD BU: ETH, HUM, IS FA: SSP

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**L79 EuSt 335. Topics in Italian Cinema: Pier Paolo Pasolini:  
Ideology, Sexuality, Representation**

Same as Ital 334  
Credit 3 units. A&S: TH BU: IS FA: AH

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**L79 EuSt 3350. The Jews in the Modern World**

Same as History 335C  
Credit 3 units. A&S: TH, CD BU: ETH, HUM FA: SSP

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**L79 EuSt 336. Cinema and Ireland**

Same as Film 336  
Credit 3 units. A&S: LA, CD BU: IS

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**L79 EuSt 340. History of World Cinema**

Same as Film 340  
Credit 3 units. A&S: TH, CD BU: HUM, IS FA: AH

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**L79 EuSt 3400. German Literature and the Modern Era**

Same as German 340C  
Credit variable, maximum 4 units. A&S: TH, CD BU: ETH,  
IS FA: Lit

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**L79 EuSt 344. Introduction to European Studies**

Same as IAS 344  
Credit 3 units. A&S: TH, CD BU: IS

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**L79 EuSt 3444. Thinking the Post-War World: Intellectual &  
Cultural History since the Holocaust**

Same as History 3444  
Credit variable, maximum 4 units. A&S: TH

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**L79 EuSt 3453. Modern Germany**

Same as History 3450  
Credit 3 units. A&S: TH, CD BU: IS

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**L79 EuSt 3460. British Enlightenment Culture**

Same as E Lit 346  
Credit 3 units. A&S: TH BU: IS

---

**L79 EuSt 3482. Masterpieces of Literature**

Same as E Lit 348  
Credit 3 units. A&S: TH BU: HUM

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**L79 EuSt 3491. Europe in the 20th Century: 1945 - 2000**

Same as History 3491  
Credit 3 units. A&S: TH BU: IS FA: SSP

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**L79 EuSt 3500. The 19th Century Russian Novel**

Same as Russ 350C  
Credit 3 units. A&S: TH, SD, WI BU: HUM FA: Lit

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**L79 EuSt 3520. Introduction to Postcolonial Literature and  
Theory**

Same as E Lit 3520  
Credit 3 units. A&S: TH, CD, SD

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**L79 EuSt 3552. Modern France since 1870**

Same as History 3552  
Credit 3 units. A&S: TH BU: IS

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**L79 EuSt 3553. French Revolution and Napoleon**

Same as History 3553

Credit 3 units. A&amp;S: TH BU: HUM, IS

**L79 EuSt 356. 20th Century Russian History**

Same as History 356C

Credit 3 units. A&amp;S: TH BU: IS FA: SSP

**L79 EuSt 3598. The First World War and the Making of Modern Europe**

Same as History 3598

Credit 3 units. A&amp;S: TH BU: IS

**L79 EuSt 359C. Topics in European History: Modern European Women**

Same as History 359

Credit 3 units. A&amp;S: TH, SD BU: IS FA: SSP

**L79 EuSt 3601. The Traffic in Women and Contemporary European Cinema**

Same as Hum 360

Credit 3 units. A&amp;S: TH, CD, SD

**L79 EuSt 3640. Literature and Ethics**

Same as Comp Lit 364

Credit 3 units. A&amp;S: TH BU: ETH

**L79 EuSt 366. Women and Film**

Same as Film 366

Credit 3 units. A&amp;S: TH, SD BU: HUM

**L79 EuSt 375. Screening the Holocaust**

Same as Film 375

Credit 3 units. A&amp;S: TH BU: BA FA: AH

**L79 EuSt 3750. Topics in Russian Culture:**

Same as IAS 3750

Credit 3 units. A&amp;S: TH, WI

**L79 EuSt 3783. Modern Art, Theory and Criticism, 1905 - 1960**

Same as Art-Arch 3782

Credit 3 units. A&amp;S: TH BU: HUM FA: AH

**L79 EuSt 3833. Realism and Impressionism**

Same as Art-Arch 3833

Credit 3 units. A&amp;S: TH BU: HUM FA: AH

**L79 EuSt 3838. Modern Art in Fin-de-Siecle Europe, 1880 - 1907**

Same as Art-Arch 3838

Credit 3 units. A&amp;S: TH BU: HUM

**L79 EuSt 3875. Dada and Surrealism in Europe and the US**

Same as Art-Arch 3875

Credit 3 units. A&amp;S: TH

**L79 EuSt 3878. Britain and its Empire from 1688 to 1870**

Same as History 3878

Credit 3 units. A&amp;S: TH BU: IS

**L79 EuSt 3879. Britain and Its Empire Since 1870**

Same as History 3879

Credit 3 units. A&amp;S: TH BU: IS

**L79 EuSt 3880. The Russian Revolution**

Same as History 38R8

Credit 3 units. A&amp;S: TH, WI BU: IS

**L79 EuSt 3892. Modern Sculpture: Canova to Koons**

Same as Art-Arch 3892

Credit 3 units. A&amp;S: TH

**L79 EuSt 399. To Russia and Return: Travel, Literature and History**

Same as History 39X9

Credit 3 units. A&amp;S: TH, WI

**L79 EuSt 404. Germany Today**

Same as German 404

Credit 3 units. A&amp;S: TH, CD BU: IS FA: SSP

**L79 EuSt 4101. German Literature and Culture: 1750 - 1830**

Same as German 4101

Credit 3 units. A&amp;S: TH, CD, WI FA: Lit

**L79 EuSt 4102. German Literature and Culture: 1830 - 1914**

Same as German 4102

Credit 3 units. A&amp;S: TH, CD, WI FA: Lit

**L79 EuSt 4104. Studies in Genre:**

Same as German 4104

Credit 3 units. A&amp;S: TH, CD, WI FA: SSP

**L79 EuSt 4105. Topics in German Studies:**

Same as German 4105

Credit 3 units. A&amp;S: TH, CD, WI FA: SSP

**L79 EuSt 422. Europe, an Imagined Community: Essays on Identity since 1750: Literature, Thought, Art and Politics**

Same as IAS 422

Credit 3 units. A&amp;S: TH, CD BU: BA



**L79 EuSt 4280. The New Sicilian School**

Same as Ital 428

Credit 3 units. A&amp;S: TH FA: Lit

**L79 EuSt 432. Divergent Voices: Italian Women Writers**

Same as Ital 432

Credit 3 units. A&amp;S: TH, SD, WI FA: Lit

**L79 EuSt 433. Literature of the Italian Enlightenment**

Same as Ital 433

Credit 3 units. A&amp;S: TH, WI FA: Lit

**L79 EuSt 437. Caffe, Cadavers, Comedy and Castrati: Italy and the Age of the Grand Tour**

Same as Ital 437

Credit 3 units. A&amp;S: TH BU: HUM

**L79 EuSt 442. European Intellectual History: 1789 - 1890**

Same as History 442

Credit variable, maximum 4 units. A&amp;S: TH BU: IS FA: SSP

**L79 EuSt 4425. European Cultures: Victorian England to Weiman Germany**

Same as History 4425

Credit 3 units. A&amp;S: TH

**L79 EuSt 443. European Intellectual History: 1890 - 1930**

Same as History 443

Credit variable, maximum 4 units. A&amp;S: TH FA: SSP

**L79 EuSt 444. European Intellectual History: 1930 - 2000**

Same as History 444

Credit variable, maximum 4 units. A&amp;S: TH FA: SSP

**L79 EuSt 4442. The Jewish Experience in Eastern Europe**

Same as History 4442

Credit 3 units. A&amp;S: TH, CD FA: SSP

**L79 EuSt 4446. European Social History: 1750 - 1930**

Same as History 4446

Credit 3 units. A&amp;S: TH

**L79 EuSt 4480. Russian Intellectual History**

Same as History 4480

Credit 3 units. A&amp;S: TH BU: IS

**L79 EuSt 4485. Topics in Irish Literature**

Same as E Lit 4485

Credit 3 units. A&amp;S: TH

**L79 EuSt 449. Imperial Russia**

Same as History 449C

Credit 3 units. A&amp;S: TH FA: SSP

**L79 EuSt 4560. English Novel of the 19th Century**

Same as E Lit 456

Credit 3 units. A&amp;S: TH FA: Lit

**L79 EuSt 458. Major Film Directors**

Same as Film 458

Credit 3 units. A&amp;S: TH BU: HUM

**L79 EuSt 4615. Caricature: The Culture and Politics of Satire**

Same as Art-Arch 4615

Credit 3 units. A&amp;S: TH

**L79 EuSt 4720. Spanish 19th Century Novel**

Same as Span 472

Credit 3 units. A&amp;S: TH FA: Lit

**L79 EuSt 4816. Art and Culture in Fin-de-Siecle Europe**

Same as Art-Arch 4816

Credit 3 units. A&amp;S: TH FA: AH

**L79 EuSt 4864. Exoticism and Primitivism in Modern Art**

Same as Art-Arch 4864

Credit 3 units. A&amp;S: TH FA: AH

**L79 EuSt 491. Postmodernism**

Same as Ital 491

Credit 3 units. A&amp;S: TH, WI

**L79 EuSt 492. The Italian Detective Novel**

Same as Ital 492

Credit 3 units. A&amp;S: TH, WI FA: Lit

**L79 EuSt 4952. Seminar in Comparative Literature: 19th Century European Novel: Ambition and Desire**

Same as Comp Lit 495

Credit 3 units. A&amp;S: TH FA: Lit

**L79 EuSt 4961. Advanced Seminar in History: Self-Interest & Self-Development in the Liberal Tradition**

Same as History 4961

Credit 4 units. A&amp;S: TH FA: SSP

**L79 EuSt 4988. Advanced Seminar in History: the French Revolution**

Same as History 4988

Credit 4 units. A&amp;S: TH

**L79 EuSt 4994. Advanced Seminar in History: Religion and Society in Modern Europe, 1750 - 1930**

Same as History 4994

Credit 4 units. A&S: TH

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**Contact Person:** Toni Loomis  
**Phone:** 314/935-5073  
**Email:** [aloomis@artsci.wustl.edu](mailto:aloomis@artsci.wustl.edu)  
**Departmental website:** <http://ias.wustl.edu>

## Arts & Sciences: French

The Department of Romance Languages and Literatures offers a major and a minor in French. If you are a prospective major or minor, you should consult with the director of Undergraduate Studies in French as early as possible. If you plan to teach or pursue graduate study, you should consider taking a second foreign language, as well as linguistics courses. In all departmental courses for the major, the student must receive a grade of B– or above. Students graduating in or before 2011 will require 27 units to complete the major (24 for double majors).

For a list of affiliated faculty, please see the Department of Romance Languages and Literatures faculty page.

### The Major in French

**Total units required:** 27 units (24 units for second majors).

#### Required courses:

In French, you are required to complete a minimum of 27 units in advanced courses, of which 18 units must be taken in residence; 3 units may be taken outside the department with permission of your major adviser. (To complete a double major, you are required to complete 24 units.)

You are required to complete French 307D, 308D, 325C, 326C, 411 or 4131, plus 6 additional units in literature at the 400 level, one before the French Revolution, including a capstone project (undertaken in conjunction with one of the 400-level seminars). 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.

### Additional Information

**Study Abroad:** You are encouraged to participate in a study abroad program. Programs are available in Toulouse, Paris, Nice, the Loire Valley, and Senegal.

**Senior Honors:** You are encouraged to work toward Latin Honors (cum laude, magna, summa). To qualify for Latin Honors in the major by thesis, you 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, you 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 your performance and the quality of the thesis or critical essays, plus your cumulative grade point average.

**Transfer Credits:** 18 of the 27 units required for the major must be taken in residence. Non-WUSTL courses may count toward the major with departmental permission.

### The Minor in French

**Units required:** 18

#### Required courses:

French 307D. Advanced French  
French 308D. French through Literary Texts

French 325. Dramatic Voices: Poets and Playwrights  
**or**

French 326. Narrative Voices: Fiction and Nonfiction

#### Elective courses:

French 215. Conversation, Culture, Communication 1: Pop Culture  
**or**

French 216. Conversation, Culture, Communication 2

French 311C. French Culture and Civilization: The New Face of France

French 318. Preparation for Year in France

French 321. Topics (change yearly)

French 376C. Cinema and Society

Other advanced-level course offerings (see adviser)

### Additional Information

Six credits maximum may be credited from the Summer French Language Institute in the Loire Valley in France. Six credits maximum may be credited from Nice Premed Program. Courses taken credit/no credit do not count toward the minor. Students who attend the junior year abroad in Toulouse may take French 318D in place of French 308D. Any student who completes French 318 and does not go abroad will need to take French 308D as well. 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.

#### L34 French 1011. Essential French 1 Workshop

Application of the curriculum presented in French 101D. Pass/fail only. Grade dependent on attendance and participation.

Credit 1 unit. A&S: LA BU: IS

#### L34 French 101D. French Level 1: Essential French 1

This first course in the French language stresses rapid acquisition of spoken French, listening comprehension, reading, and writing skills. It is designed to immerse students as much as possible into French language and culture. The five-day-a-week course is taught in French to impart communicative competence through the acquisition of everyday grammar and vocabulary. The textbook works with a feature-length French film in order to create a meaningful and culturally relevant context for the grammatical

and thematic structures studied. While not required, it is strongly recommended that students enroll in French 1011, a one-credit, pass-fail practice session.

Credit 5 units. A&S: LA BU: HUM, IS

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#### **L34 French 1021. Essential French 2 Workshop**

Application of the curriculum presented in French 102D. Pass/fail only. Grade dependent on attendance and participation.

Credit 1 unit. A&S: LA BU: IS

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#### **L34 French 102D. French Level 2: Essential French 2**

This second course in the French language program focuses on more advanced language skills to stress further rapid acquisition of spoken French, listening comprehension, reading, and writing skills. It is designed to immerse students as much as possible into French language and culture. The five-day-a-week course is taught in French to impart communicative competence through the acquisition of everyday grammar and vocabulary. The textbook works with a feature-length French film in order to create a meaningful and culturally relevant context for the grammatical and thematic structures studied. While not required, it is strongly recommended that students enroll in French 1051, a one-credit, pass-fail practice session. Prerequisite: French 101D or equivalent (often recommended for students with two to three years of high school French [Seventh and eighth grades counting as one year]).

Credit 5 units. A&S: LA BU: HUM, IS

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#### **L34 French 1051. Advanced Elementary French Practice Session**

Application of the curriculum presented in French 102D or French 105D. For students with two to four years of high school French. Pass/fail only. Grade dependent on attendance and participation.

Credit 1 unit. A&S: LA BU: IS

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#### **L34 French 1052. Advanced Elementary French Workshop**

Working vocabulary for the Institute taught to emphasize real-life situations abroad. Only for students who have completed French 102D and 105D and who plan to attend French Summer Language Institute. Credit/no credit.

Credit 1 unit. A&S: LA

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#### **L34 French 105D. Advanced Elementary French**

This course provides an intensive, five-day-a-week review of elementary French, covering in one semester the entire French 101-102 program. It is designed to immerse students as much as possible into French language and culture. The course is taught in French to impart communicative competence through the acquisition of everyday grammar and vocabulary. The textbook works with a feature-length French film in order to create a meaningful and culturally relevant context for the grammatical and thematic structures studied. While not required, it is strongly recommended

that students enroll in French 1051.01, a 1-credit, pass/fail practice session. This course is often recommended for students with three years of high school French.

Credit 5 units. A&S: LA BU: HUM, IS

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#### **L34 French 201D. French Level 3: Intermediate French**

An intermediate review course with multiple goals: independent and accurate oral and written communication; comprehension of a variety of French and Francophone materials; review of grammar functions; communicative activities. Prerequisite: French 102D or the equivalent (usually recommended for students with four years of high school French [Seventh and eighth grades count as one year]).

Credit 5 units. A&S: LA BU: HUM, IS

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#### **L34 French 202. French Level III At the Summer Institute**

This Summer Institute course focuses on the major features of French 201D. Students improve speaking, writing, and reading skills in French by combining study of grammatical forms with exercises designed to mirror many experiences they encounter while in France. The location abroad and contact with French host families and other French people facilitate the student's learning experience. Students enrolled in this course also take French 353, and are prepared to enroll in French 307D upon their return to St. Louis. Open only to students attending the Summer Institute in France. Prerequisite: French 102D or 105D.

Credit 3 units. BU: IS

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#### **L34 French 215. Conversation, Culture, Communication 1: Pop Culture**

The course examines popular culture through a focus on what is said and performed, viewed especially but not exclusively through French film. Five thematic units focus on everyday occurrences and themes that mark both French and Francophone experience: the intersection of French History with the lives of ordinary people; the role of the French family in modern life; the motto of the French Revolution and how it applies today; the notions of community and the individual in modern French and Francophone society; the role of the French in the world at large. Active student participation is required; student is required to do at least two oral presentations on the films we see, and in some of the versions, to make their own film. An optional film-viewing is scheduled from 2 to 4 p.m. Fridays. Prerequisite: French 201D or the equivalent; may be taken before or after French 216.

Credit 3 units. A&S: LA BU: ETH

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#### **L34 French 216. Conversation, Culture, Communication 2: French Culture Through French Film**

This course enables students to pursue their exploration of French culture through French film. Though not a history of French cinema, it introduces some of France's most celebrated actors and directors. We focus on excerpts that illustrate important life

themes, including childhood, coming of age, existential crises, the search for happiness, the need for laughter, the threat of crime and violence, the complexities of love, and attitudes toward death. Students are asked to contrast their expectations of how such themes are to be treated with the way in which the French choose to portray them. Students write film reviews as though they were, alternately, an American or a French critic. As a final project, they write their own screenplay and imagine how it might be filmed in France. By the end of the course they have begun to view French culture with a French eye. Prerequisite: French 201D or the equivalent; may be taken before or after French 215.

Credit 3 units. A&S: LA BU: ETH

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#### **L34 French 247. Freshman Seminar**

Taught in English. Small group seminar devoted to readings and study of other texts such as films, paintings, etc., discussion, writing. Topics vary; interdisciplinary focus. Prerequisite: AP in English, French or History, or permission of the instructor. Does not substitute for any other French course.

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

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#### **L34 French 250C. Voyages and Discoveries: French Masterpieces**

Taught in English. Novels and short stories about voyages and discoveries—real and symbolic—where young people confront themselves and crises in their lives. A discussion course with short writing assignments and viewing of films of several works studied. Masterpieces selected from writers such as Voltaire, Balzac, Flaubert, Maupassant, Gide, Colette, Camus, Sartre, Duras, and Ernaux, among others. No French background required; students who have completed the English Composition requirement are welcome.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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#### **L34 French 257. From Champagne to Champlain: French Culture in North America**

Taught in English. Following Champlain's founding in 1604 of the first French settlement in Nova Scotia (formerly Acadia), the French began to build what they hoped would be a vast empire, from Quebec to the Gulf of Mexico. Over the next 200 years, French culture and language spread throughout North America and could well have been the dominant one in this country had history moved in different directions. This course examines the history, literature, religion, architecture, music, and cuisine of the vast territory known as "New France." Through use of conventional textual documents, as well as films, slides, CDs, and field trips to Missouri historical sites, it exposes the student to the continuing richness of French culture all around us. Drawing on local resources (e.g., Fort de Chartres, Cahokia Courthouse, and Sainte Genevieve), students learn about many fundamental connections between America and France. Topics include early explorations,

Jesuit missions, literary representations of the New World, colonial architecture, the French and Indian War, the Louisiana Purchase, Cajun and Mississippian culture.

Credit 3 units. A&S: TH BU: ETH FA: SSP

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#### **L34 French 298. An Internship for Liberal Arts Students**

Same as GeSt 2991

Credit variable, maximum 3 units.

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#### **L34 French 299. Undergraduate Independent Study**

Prerequisite: French 201D and permission of the Director of Undergraduate Study.

Credit variable, maximum 3 units.

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#### **L34 French 2ABR. French Coursework Completed Abroad**

Credit variable, maximum 12 units.

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#### **L34 French 301. French in France**

Intended for students studying abroad on a Washington University program or a Washington University-approved program abroad, this course stresses fluency in daily transactions as these require primarily, but not exclusively, proficiency in spoken French.

Credit 3 units. A&S: LA

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#### **L34 French 3011. Applied Language Skills**

Intended for students studying on a Washington University Program or a Washington University-approved program abroad, this course follows French 301 and further develops communication skills in French.

Credit 2 units. A&S: LA

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#### **L34 French 3012. Internship Practicum**

Intended for students studying on a Washington University Program or a Washington University-approved program abroad, this course combines internship experience with research and a rapport de stage (final report).

Credit 3 units. A&S: LA

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#### **L34 French 3013. European Economic Issues**

Intended for students studying on a Washington University Program or a Washington University-approved program abroad, this course examines a variety of topics concerning France's role in the European Economic Community (EEC), including, but not restricted to: fiscal policy, major economic models, exchange market structure, international monetary system, debt policy, etc.

Credit variable, maximum 3 units. A&S: SS BU: IS FA: SSP

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**L34 French 3014. European Social Issues**

Intended for students studying on a Washington University Program or a Washington University-approved program abroad, this course examines many aspects of France's role within Europe, including, but not restricted to its history, government, social welfare programs, the role of religion in society.

Credit 2 units. A&S: SS FA: SSP

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**L34 French 307D. French Level 4: Advanced French**

Thorough review of French grammar with intensive practice in writing. Conversation and vocabulary, as well as application of French grammatical structures, are based on reading of French texts. Essential for further study of French language and literature. Students in all sections are encouraged (but not required) to enroll simultaneously in French 3071, an activity-based companion course. Prerequisite: French 201D or the equivalent (recommended for students with five years of high school French [Seventh and eighth grades count as one year]).

Credit 3 units. A&S: LA BU: HUM, IS

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**L34 French 308D. French Level 5: Introduction to Literary and Cultural Analysis**

Continuation of French 307D with emphasis on improvement of writing skills through analysis of literary texts and creative writing. Should be taken before French 325C or 326C. Prerequisite: French 307D or equivalent.

Credit 3 units. A&S: LA BU: HUM, IS FA: Lit

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**L34 French 311C. French Culture and Civilization: The New Face of France**

We study the life and culture of France with the aim of improving written and spoken French. Special emphasis is placed on the changes that are slowly but radically transforming French society: the increasing influence of the European Union; the influx of immigrants from Africa and other parts of the world; the growing role of Arabs and other French citizens born of foreign parents; the increasingly dominant position of women; the globalization of French culture; technological progress, etc. Lectures, discussions, TV newscasts, web sites, and oral reports. Prerequisite: French 201D or placement by examination.

Credit 3 units. A&S: TH BU: BA, HUM, IS FA: SSP

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**L34 French 318D. Preparation for Year in France**

Designed to prepare students for the experience of studying abroad (for either a year or a semester, on Washington University-sponsored or -approved programs), this course emphasizing improved oral discussion and writing skills through readings, papers, practice in language lab, and active class participation. The course provides an introduction to the techniques of *explication de texte*, *commentaire composé*, and *dissertation littéraire*. The class discusses various aspects of modern French society as

well as topics related to the student's experience abroad, such as the university system, the French family, French social mores, etc. May replace French 308D for candidates attending semester and year abroad programs in a French-speaking country. Required for students planning to study in Toulouse and Paris and recommended for other programs in France.

Credit 3 units. A&S: LA BU: IS

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**L34 French 321. Topics I**

Same as L97 IAS 3212

Focusing on topics of cultural and social importance, this course offers students the opportunity to learn about defining moments in the French tradition. The specific topic of the course varies from semester to semester and may include works from different disciplines, such as art, film, gender studies, history, literature, music, philosophy, politics, science. Prerequisite: French 307D.

Credit 3 units. A&S: LA BU: ETH

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**L34 French 322. Topics II**

Focusing on topics of cultural and social importance, this course offer students the opportunity to learn about defining moments in the French tradition. The specific topic of the course varies from semester to semester and may include works from different disciplines, such as art, film, gender studies, history, literature, music, philosophy, politics, science. Prerequisite: French 307D.

Credit 3 units. A&S: LA BU: ETH

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**L34 French 325. French Literature I: Dramatic Voices: Poets and Playwrights**

An interpretation of cultural, philosophical, and aesthetic issues as presented in influential works of French poetry and drama from the Middle Ages to the present. May be taken before or after French 326. Prerequisite: French 308D or French 318D.

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

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**L34 French 3252. French out of France: Introduction to Francophone Literatures**

An introduction to some of the "other" literatures in French: the literary traditions and cultural contexts of Francophone countries in North and sub-Saharan Africa and the Caribbean. Vibrant and productive cultures around the world have interacted with the French language and its literature to produce highly diverse texts of their own. We study some of them, focusing on issues like cultural adaptation, colonialism, and "civilizing missions," and the responses to them. We also consider the varying meanings of the term "Francophone," from conservative to liberal, and think about its implications for the study of French literature as a whole. Finally, we examine the ways in which contemporary mainland France has been irrevocably transformed by the Francophone presence. Works by Kourouma, Césaire, Kateb, and Lopes. Prerequisite: French 307D.



Credit 3 units. A&S: TH BU: IS

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**L34 French 326. French Literature II: Narrative Voices: Fiction and Nonfiction**

An investigation of cultural, philosophical, and aesthetic issues as presented in influential works of French prose from the Middle Ages to the present. May be taken before or after French 325. Prerequisite: French 308D or French 318D. Section 09. Prosaic Greatness. The title of this course emphasizes both the artistic value of certain major prose texts in French and the everyday facets of knowledge about French culture they convey. From the Middle Ages to the present, influential writers such as Montaigne, Pascal, Sand, Flaubert, and Gide have demonstrated how important political, philosophic, literary, and artistic concepts have been skillfully passed down from one generation to another through a masterful usage of French prose. By looking closely at the aesthetic and social questions raised by works such as theirs, so characteristic of their times, students come to appreciate better the evolution of French prose and its true place within the general history of France.

Credit 3 units. A&S: TH BU: IS

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**L34 French 327C. French Literature III**

This general literature survey course is taught every year in the Dickinson College program in Toulouse, France, with which Washington University is affiliated. The course studies works of literature that span several centuries and genres, and considers issues such as the identity of the individual in society; the alienation and marginalization of certain groups within society; cultural identity; the historic context for literary works, etc. Open only to Washington University students enrolled in the Toulouse program with Dickinson College.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L34 French 328C. French Literature IV**

A companion course to French 327C, this general literature survey course is taught every year in the Dickinson College program in Toulouse, France, with which Washington University is affiliated. The course studies works of literature that span several centuries and genres, and considers issues such as the identity of the individual in society; the alienation and marginalization of certain groups within society; cultural identity; the historic context for literary works, etc. Open only to Washington University students enrolled in the Toulouse program with Dickinson College.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L34 French 350. Undergraduate Seminar in French Literature and Culture**

An exploration of a variety of cultural icons, objects, myths and traditions that define the French experience throughout the centuries. Topics vary. Prerequisite: French 308.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L34 French 352. French Institute Project**

Students investigate an important aspect of French life by conducting interviews with French natives and by observing them at work. Supplementing this direct experience with further research, students prepare a presentation on their selected topic for the Institute participants and for their French hosts. Open only to students enrolled in the French Summer Institute.

Credit 2 units. A&S: LA

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**L34 French 353. Project Plus**

This Summer Institute course combines (1) a course that examines French culture as it is represented in the evocative history of French châteaux, the arts, and contemporary lifestyle; (2) the student's project; and (3) the student's experiences as part of the community abroad (excursions, visits, group discussions). In class students gain background for appreciating the primary sites of the Institute: in the Loire Valley, Paris, and Brittany. The classroom experience is discussion-oriented, with small writing assignments and readings. The project is an individual research program that students conduct with a French native on a particular aspect of French culture. In the past students have dealt with serious topics such as the deportation of the Jewish community in Amboise during World War II; with less grave subjects such as the work of a local wine grower or goat cheese producer, and the culinary repertoire of French and American families; and current topics concerning the political situation in Europe and the euro. Following weekly conferences with the teaching staff, students present a formal report on their experiences to an audience comprising other members of the group and the students' host families. Students at the Institute are expected to speak French in all group settings. Assignments in this course are level-appropriate (students enrolled in French 385 complete longer papers and projects than those enrolled in French 202; expectations for conversations are likewise adjusted accordingly). Required of all students attending the Summer Institute in France.

Credit 3 units.

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**L34 French 354. Soutenance de Stage: Internship Defense**

Credit 3 units.

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**L34 French 355. North American Francophone Literature in Translation**

Taught in English. The world of French language and literature is not restricted to France alone. It includes several other countries and former colonies whose cultural traditions and productions have grown in global significance as the West has increasingly understood and reacted to its own prejudices and exclusions. This course, the first in a three-semester sequence, focuses on the literature of our closest French-speaking neighbors: French Canadians, Acadians (from Nova Scotia, New Brunswick, and northern

Maine) and Louisiana Cajuns. That French is the main language of all these groups results, of course, from the early colonial history of North America. Representative writers of these different French-speaking groups, including Antonine Maillet, Gerald Leblanc, Zachary Richard, Philippe Hemon, Michel Tremblay, and Marie-Clair Blais, are studied closely in their historical, literary, and cultural contexts.

Credit 3 units. A&S: TH

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#### **L34 French 370. French Social History**

Studying *L'Histoire des Mentalités*, this course explores how the concept of sickness, the perception of medicine, the role of the doctor, etc. evolved throughout the centuries. Texts are supplemented by a series of lectures offered by doctors in different specialties. Students complete a project on one area of related research. Open only to students enrolled in the Nice Pre-Med Summer Program.

Credit 3 units. A&S: TH FA: SSP

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#### **L34 French 375C. Biography of a City: Paris**

This class has a dual focus: to trace the political and cultural history of Paris throughout the ages since its founding; to highlight Paris as a theme or topos in works of art and in the popular imagination. Thus, we examine both Paris' role as an important historical center as well as its function as a vital cultural symbol. Guest speakers from the departments of Romance Languages, Art History, History, Music, Philosophy, and others. Course taught entirely in English.

Credit 3 units. A&S: TH BU: IS FA: Lit

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#### **L34 French 376C. Cinema and Society**

This survey of French and Francophone cinema examines the history of the medium from its origins through some of its more recent trends, focusing on its socially activist tendencies. Films viewed have explicit social and political messages, oftentimes highly critical of established ideological currents. Among the film/auteurs studied are Gance, Clair, Renoir, Truffaut, Godard, Varda, Sembene, and Jaoui. There is an optional extra session for group film viewing. Films are on reserve in Olin Library. Grading consists of presentations of the films and directors, a midterm exam, and a final paper. Taught in French. Prerequisite: French 307D.

Credit 3 units. A&S: LA BU: IS FA: AH

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#### **L34 French 383C. Literature and Society: Ailing Body/Ailing Mind in French Autobiographical Writings**

Illness and suffering have inspired a great variety of literary texts from the Middle Ages to the modern era. This course considers works ranging from Montaigne's influential *Essais* through contemporary novels that focus on autobiographical writings in which the author gives a personal account of his or her own direct experience with illness. Open only to students enrolled in the Nice Pre-Med program.

Credit 3 units. FA: Lit

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#### **L34 French 385. Cultural Differences**

By examining how the French perceive Americans and how the Americans perceive the French, students interrogate stereotypes, biases, and differences in values, behaviors, and beliefs between the two cultures. The class also examines the misunderstandings that occur as a result of these differences. Students also look within the American culture and within the French culture to evaluate how minorities and marginal groups exist within them. Texts include works by contemporary authors whose different professions (journalist, anthropologist, novelist, etc.) offer different perspectives on the questions of cultural difference. Open only to students enrolled in the Summer Institute in France. Prerequisite: French 307D.

Credit 3 units. A&S: TH FA: SSP

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#### **L34 French 399. Independent Study**

Prerequisite: permission of the Director of Undergraduate Study and the instructor, French 325C, 326C, or equivalent, and competence in oral and written French. Students may not receive more than 6 units of credit for independent study.

Credit variable, maximum 3 units.

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#### **L34 French 400. Intensive Translation for Graduate Students I**

The first part of a two-semester course sequence in reading and translating French. For graduate students in the humanities, social, and natural sciences. Nongraduate students may enroll with permission of the department. Must be followed by French 401.

Credit 3 units. A&S: LA

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#### **L34 French 401. Intensive Translation for Graduate Students II**

Continuation of French 400. For graduate students in the humanities, social, and natural sciences. Prerequisite: French 400; credit for French 400 is contingent on completion of French 401.

Credit 3 units. A&S: LA

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#### **L34 French 411. Intensive Writing in French**

Refinement and expansion of writing skills, mastering of complex grammatical structures and intensive training in the analysis of rhetorical issues are the goals of this course. It focuses on the acquisition of a personal style through creative exercises in composition, including the study of parody, autobiographical forms, and short story writing, as well as the practice of formal explication de texte and dissertation. Students complete a series of short papers, each with required revisions. Meets WI requirement. Prerequisite: French 307D, French 308D or equivalent, or permission of instructor. Required for all majors except those who have spent two consecutive semesters in a French-speaking country. Required for master's candidates in French unless waived by director of graduate studies.

Credit 3 units. A&S: LA, WI

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#### **L34 French 413. French Phonetics**

Phonetic theory with exercises in phonetic script, intonation, and practice in oral reading, discussions, and practice in language laboratory. For prospective teachers and candidates for advanced degrees. Conducted in French. Prerequisite: 6 units of 300-level French, or permission of instructor. Either this course or French 411 (taught in the fall) is required for French majors except for participants in the overseas study program.

Credit 3 units. A&S: LA

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#### **L34 French 4131. Advanced French and Translation**

Building on the foundation established in the third year, this course aims at an in-depth knowledge of the French language and accuracy in its use. A comparative approach (linguistic and cultural) and systematic exercises are used to attain this goal and assist students in the demanding task of translating, both from English to French and from French to English. This course is mainly devoted to practical training using a wide range of document types, developing strategies of translation, and sensitizing students to the problem of cultural transfer. Prerequisites: French 307D and French 308D or French 318D. Writing-intensive. May be taken in place of 411 toward the completion of the French major.

Credit 3 units. A&S: LA, WI

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#### **L34 French 413B. Linguistics and Language Learning**

Same as Span 413

Credit 3 units. A&S: LA FA: SSP

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#### **L34 French 415. The Nineteenth-Century Novel: From Realism to Naturalism to Huysmans**

In this seminar we read some of the great realist novels of the 19th century, by the four masters of the genre: Balzac, Stendhal, Flaubert, Zola. We also examine Huysmans' *A Rebours*, which was written in reaction to the excesses of Realism. We determine what characterizes the realist novel and how it has evolved from Balzac to Zola. We consider its theoretical orientation, but we also focus on the major themes it addresses: the organization of French society throughout the 19th century, Paris vs. the province, love, money, ambition, dreams, material success, decadence, etc. Prerequisites: French 325 and 326 (or, for students who have completed the Paris Business Program, completion of either course). One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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#### **L34 French 416. Renaissance Poetics**

An examination of key authors and themes in various genres of the period. Prerequisite: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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#### **L34 French 4161. Special Topics in Nineteenth-Century Literature**

Prerequisite: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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#### **L34 French 417. Poetry and Prose of the Renaissance**

During the Renaissance, poetry in France manifested a close relationship to the visual arts, sharing expressive means as well as ends. This course considers the main poetic and philosophical currents of the Renaissance with special emphasis on formal innovation. Poets studied includes Clément Marot, Louise Labé, Maurice Scève, Pierre de Ronsard, Joachim Du Bellay, etc. The visual arts, mainly paintings from the 15th to the early 17th century, serve to elucidate poetic images, mythological references, and philosophical concepts, and hopefully stimulate reflection on the relationship between the verbal and the visual. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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#### **L34 French 4171. Travel Abroad in Early Modern Times**

This course addresses such questions as national identity; international relations; migration, cultural differences, and integration; cultural interactions and influences. It concerns more specifically the important role humanism played in the spectacular development of vernacular languages and traveling abroad in Early Modern times. It is organized around the following themes: (1) Humanism, nationalism, and the growing interest in the vernacular; (2) Humanism and the ongoing project of translation (*translatio studii*); (3) Humanism and travel abroad; (4) Views on foreign cultures and one's own after returning home; (5) "La France italienne" (including at least one session on Lyons and another on Italian artists living in France); and (6) Integration and conflicts. Readings include major authors (Rabelais, Montaigne, Marguerite de Navarre, Du Bellay) as well as lesser-known figures (Pasquier, Lery, Thevet), diaries and travelogues. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH FA: SSP

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**L34 French 4172. Travel in the Renaissance and the Literature of Discovery**

Improved modes of transportation under King Francis I facilitated travel in the Renaissance. Men and women were able to view famous cultural monuments on their continent and explore parts of the world where no one had ventured before, returning home with vivid tales of distant lands and exotic peoples. With the advent of the printing press, such fascinating stories were made available to a wider audience. This course examines this literature of discovery, paying special attention to the multiple genres that flourished at the time (historical narratives, diaries, correspondences, travelogues, elegiac poetry, adventure novels) as well as the historical and cultural contexts of these works. Other questions addressed include national identity and cultural differences, cultural interactions and influences, international relations, the impact of humanism, and the concept of *curiositas*. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH

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**L34 French 4173. Renaissance Poetry and Visual Arts**

During the Renaissance, poetry in France manifested a close relationship to the visual arts, sharing expressive means as well as ends. This course considers the main poetic and philosophical currents of the Renaissance with special emphasis on formal innovation. Poets studied include Clément Marot, Louise Labé, Maurice Scève, Pierre de Ronsard, Joachim Du Bellay, etc. The visual arts, mainly paintings from the 15th to the early 17th century, serve to elucidate poetic images, mythological references, and philosophical concepts, and hopefully stimulate reflection on the relationship between the verbal and the visual. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units.

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**L34 French 417B. Literature of the 16th Century**

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH

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**L34 French 4181. Humanism in Crisis: Marguerite de Navarre**

The second half of the French 16th century was a time of profound upheaval in politics and religion, as well as of economic and social unrest. The very nature of reason and knowledge, their place and reliability were in serious question. These various "crises"

culminated in what is known today as "the collapse of French Humanism." This course focuses on two writers of the mid-century, Marguerite de Navarre and Montaigne, and the solutions that they offered. Special attention is given to the forms of expression adopted by these writers in order to reflect the newly discovered complexity of their world. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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**L34 French 4182. Humanism in Early Modern France: From Rabelais to Montaigne**

This course focuses on major aspects of Humanism as exemplified by two of the greatest writers of the 16th century: François Rabelais and Michel de Montaigne. Humanism designates the great intellectual movement of the Renaissance. Initially focused on the recovery of ancient authors and a renewed confidence in man's ability to grasp higher meanings, Humanism became a dynamic cultural program that influenced every aspect of 16th-century intellectual life. As the political and religious turmoil of the Reformation spread, however, Humanist assumptions (the very nature of reason and knowledge, their place and reliability) were in turn questioned. This "crisis" culminated in what is known today as "the collapse of French Humanism." We examine the importance of Humanism by focusing on the themes of education, self-inquiry, religion, gender roles, marriage, travel, health, and medicine. We pay special attention to the forms of expression that Rabelais and Montaigne adopt to reflect the newly discovered complexity of their world. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH

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**L34 French 419. Feminist Literary and Cultural Theory**

Same as WGSS 419

Credit 3 units. A&S: TH

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**L34 French 4191. The French Islands: From CODE NOIR to Conde**

This course studies a sampling of poetry, drama, and prose from Guadeloupe, Martinique, Haiti, and Réunion. Our readings concentrate on the ways in which this literature has fostered inter-island cultural relations in and against its links with mainland France. Principal authors include Aimé Césaire, Suzanne Césaire, Patrick Chamoiseau, Daniel Maximin, Simone Schwartz-Bart, and Maryse Condé. We also consider a variety of other works that helped form the relationship between the islands and France; the Code Noir, Bernardin de Saint Pierre, Victor Segalen, and Frantz Fanon. Prerequisites: French 325 and French 326 or one of these

courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.

Credit 3 units. A&S: TH

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**L34 French 4192. Tragedy and Farce in African Francophone Literature**

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 independent era to the present. In 1960, most of the French colonies in Africa gained independence in a largely peaceful transfer of power. Since then, this development has been viewed alternatively as the triumph of self-determination, and as a hollow act undermined by neocolonial French ministries, multinational companies, and corrupt governments. Reading authors such as Chraïbi, Kourouma, Kane, Tansi, and Lopes, we consider the ways that literature entered into dialogue with political discourses that seem to call for tragic or farcical portrayal. 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. Taught in French.

Credit 3 units. A&S: TH

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**L34 French 420. 20th-Century Literature II**

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.

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**L34 French 4201. The Novel in the Feminine (Le Roman au féminin)**

Informed through feminist criticism (Beauvoir, Cixous, Kristeva), this course examines the deconstruction of the novel as a traditional genre by 20th-century women writers such as Colette, Nathalie Sarraute, Marguerite Duras, Marguerite Yourcenar, Annie Ernaux, and Mariama Bâ. We place special emphasis on the representation of the writing woman in the text itself and on the issue of "écriture féminine" in its sociocultural context. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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**L34 French 4202. Ingenues and Libertines: Writing the Feminine in XIXth-Century French Prose**

Informed by a close reading of theoretical texts dealing with the paradoxes of "la femme auteur" (the woman author), as Balzac coined it, this seminar explores the many ways of writing the feminine in the margins of 19th-century French fiction. Opposing "dames de cour" (ladies of the court) and "femmes de

tête" (women of the mind), we focus on the representation of women as "voleuses de langue" (tongue snatchers) in the works of Mme de Staël, Claire de Duras, George Sand, and Marie d'Agoult, among others. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH

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**L34 French 421. The Twentieth-Century Novel**

In this seminar we examine the evolution of the French novel in the 20th century. We closely read five great novels, by Proust, Gide, Céline, Robbe-Grillet, and Ernaux. We determine what characterizes the 20th-century French novel and how it has evolved from Proust to Ernaux. We consider its technical aspects but also focus on the major themes it addresses: love, art, memory, time, death, and the general problem of the human condition. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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**L34 French 4211. The Novel of the 1930's: 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. Technological advances, economic transformations, and, above all, the unspeakable horrors of World War I challenged traditional beliefs. Authors therefore dedicated themselves to examining the human condition and the meaning of life. In this seminar we read five major novels of the period by Saint-Exupéry, Mauriac, Malraux, Céline, and Sartre. We determine how each author approaches the fundamental questions of human existence and what, if any, answers he provides. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH

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**L34 French 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 326. One-hour preceptorial required for undergraduates.



Credit 3 units. A&S: TH FA: AH, Lit

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**L34 French 4221. 19th- and 20th-Century French Novel**

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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**L34 French 423. Contemporary Theatre**

Readings, analysis, and discussion of French theater from Sartre to the present. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: AH, Lit

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**L34 French 4231. Visualizing 19th-Century Poetry**

At the very end of the 19th century and the beginning of the 20th, Mallarmé and Apollinaire begin to compose seemingly original works that create a host of simultaneous and different meanings through a heightened use of what can be called the "concrete aspects" of the texts themselves: their layout on the page; the imagery they present; even the shape of the particular words and stanzas they employ. But a close reading of earlier 19th-century literature (mostly poetry) composed by various Romantic, Parnassian, and Symbolist authors (Victor Hugo, Théophile Gautier, Mari 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 for required for undergraduates.

Credit 3 units. A&S: TH

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**L34 French 424. 19th- and 20th-Century Poetry**

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.

Credit 3 units.

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**L34 French 425. Nineteenth-Century Poetry**

Reading and analysis of poetry of the three major 19th-century schools: Romantic, Parnassian, Symbolist. Emphasis on textual explication. Prerequisites: French 325 and French 326 or one of

these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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**L34 French 426. Avant-Garde Poetry of the 20th Century**

Study of French avant garde poetic movement of the early 20th century, with emphasis on Futurism, Cubism, Dadaism, and Surrealism. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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**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: TH FA: Lit

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**L34 French 4271. French Classical Theater**

A study of works by Corneille, Molière, and Racine. We consider how the theater contributes to the rise of absolutism in France in the 17th century. The depiction of kings and the role of primogeniture; the function of sacrifice; the marginalization of women; the glorification of Ancient Rome; Orientalism; tensions between family and state; and the rise of the bourgeoisie in these plays suggest how the dramas played out on stage mirror the historic spectacle of the court over the course of the century as it develops an increasingly centralized authority culminating in the image of an all-powerful Louis XIV. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: AH

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**L34 French 428. Literature of the 17th Century II**

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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**L34 French 4281. Order in the Court: Classical Struggles During the Reign of Louis XIV**

Beginning with a study of Versailles, we examine the spectacular dimensions of artistic production under Louis XIV, including architecture, visual arts, and landscapes, in addition to literature. The recent historical novel *L'allée du Roi*, which details the romance between the king and his mistress and then second wife Mme. de



Maintenon, and the Memoires of Saint-Simon help to set the stage for us to appreciate the intrigues at court. Situating the king at the head of a hierarchical and orderly court structure, we examine some of the less harmonious elements of court-dominated life offered in representations by Corneille (Surenna), Molière (Les Femmes Savantes), Racine (Mithridate, Phedre), La Rochefoucauld, La Bruyère, La Fontaine, Mme. de Sévigné, Pascal. We consider the ways in which the court assures its power through primogeniture, the right of the eldest born son to inherit power, as well as through strict codes of etiquette and the generosity of the crown to its loyal and productive followers. We examine how these factors are insufficient to protect the monarchy against the contravening forces of political ambition, family struggles, the emerging role of women, religious faith, and the devastating effects of war and disease. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH FA: SSP

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#### **L34 French 431. Literature of the 18th 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: TH FA: Lit

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#### **L34 French 4311. Voices of Dissent: Enlightenment Principle and Social Protest**

The 18th century saw a rise in overtly moralizing texts, on the one hand, and unapologetically immoralist philosophies on the other. We focus on texts that avoid these extremes, allowing multiple voices to be heard. With the aid of excerpts from Genette, Bakhtine, Todorov, and Barthes, we identify the voices of dissent in several 18th-century genres, including satire, the tale, the novella, the philosophical dialogue, theater, autobiography, and the epistolary novel. By reading authors such as Voltaire, Montesquieu, Prévost, Diderot, Cazotte, Rousseau, Beaumarchais, and Charrière, students come to appreciate a third tendency in 18th-century texts that is crucial to our understanding of the Enlightenment: the tendency to validate conflicting perspectives. We consider whether a moral can be derived from a text that consistently questions the voice of authority. We analyze the implications of such questioning in the years before the Revolution. Finally, we consider the extent to which the overzealous censorship laws of the period may have obliged authors to couch socially controversial ideas in narrative forms that seem to deny their own assertions. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: SSP

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#### **L34 French 432. Literature of the 18th Century II**

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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#### **L34 French 4321. Art, Revolution, and Society**

This course examines major 18th-century aesthetic treatises and literary texts that explore solutions for aesthetic quandaries. Authors include d'Alembert (Preface a l'Encyclopedie), Rousseau (Discours sur les Sciences et les Arts, Lettre a d'Alembert), Diderot (Entretiens sur le Fils Naturel, Le Paradoxe du Comedien, Le Neveu de Rameau), Cazotte (Le Diable Amoureux), Beaumarchais (Le Barbier de Seville, Le Mariage de Figaro), Staël (De la Litterature, Corinne). These works allow us to study some of the major insights into the aesthetics of music, painting, and the performing arts with an eye to how these aesthetic "revolutions" expanded the scope and influenced the form of the French language and literary texts. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH

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#### **L34 French 4331. Women of Letters**

We investigate the representation of women in 18th-century texts. Why did the novel and epistolary fiction become so closely associated with women as writers, heroines, and readers in the course of the century? Why were women considered exemplary and yet, at the same time, a threat? The 18th century saw the last of the salons led by women well-versed in philosophy, literature, art, and politics. It saw the reinforcement of the opposition between the public and the private sphere. Woman was the incarnation of the ideal of liberty and yet excluded from the "rights of man." Rousseau praised women's role as nurturers and peacemakers but cast into doubt their capacity for genius. Literary texts that feature women became a sparring ground for two of the century's major literary trends: Sensibilite and Libertinage, for a woman's sensitivity was thought to contain the seeds of virtue and licentiousness. We investigate philosophical discourses on the senses and emotions and political discourses on republican responsibility. We read these texts in conjunction with the literary works of men and women authors, including Prévost, Marivaux, Graffigny, Riccoboni, Diderot, Rousseau, Charrière, Laclose, Sade, and Staël. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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**L34 French 4341. Enlightenment Engery: Comedy, Eroticism, and the Grotesque**

In this course we examine works in which the comic, the erotic, and the grotesque-base urges that 18th-century audiences deplored yet found entertaining-made inroads into the literature of the time. The Enlightenment was highly suspicious of impulses and intuitions that challenged or escaped the bounds of virtue, sentiment, and reason. French philosophers debated whether genius lay in the supreme mastery or the spontaneous creation of art, whether talent was inborn or could be acquired through practice. Reading texts that span the long 18th century, by authors such as Molière, Marivaux, Crébillon fils, Voltaire, Diderot, Restif de la Bretonne, Beaumarchais, Sade, and Hugo, we investigate how the satirical, the bawdy, and the profane served as the wellspring of Enlightenment inspiration, giving rise to visions of an ideal society. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.

Credit 3 units. A&S: TH

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**L34 French 4351. Philosophical Fiction(s)**

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 Crebillon fils, Voltaire, Diderot, Cazotte, Charrière, Sade, and Staël alongside excerpts from French cultural history on 18th-century mentalities, salons, and print culture. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH

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**L34 French 436. Romanticism**

This course studies pre-Romantic themes in the works of Madame de Staël and Chateaubriand and of their evolution in the poems of Lamartine, Musset, and Vigny, the theater of Victor Hugo, and the novels of George Sand and Victor Hugo. Emphasis is placed on the emergence of a "littérature du moi" (literature of the self), the redefinition of the place of the artist in society after "la bataille romantique," and the stylistic innovations that lead to "modernism." Prerequisites: French 325 and French 326 or one of

these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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**L34 French 4391. Classicism/A-Classicism**

Among the hallmarks of 17th century, French classicism celebrated reason, order, balance, and a power often associated with the great achievements of Ancient Greece and Rome. Reason, however, coexisted with dreams and madness; order encountered threats both political and sexual; disharmony persisted despite longings for justice; and depictions of Antiquity flourished alongside those of the Orient, the exotic other world of the East. The course explores these "a-classicisms," or countervailing forces, by studying the challenges that ground the struggles and seductions in dramas by Corneille, Molière, and Racine as well as in the novels of Madame de Lafayette. We read Graffigny's *Lettres d'une Peruvienne*, Prévost's *Manon Lescaut*, Laclos' *Liaisons Dangereuses* to understand classicism retrospectively, through the "a-classicism" of the 18th century's treatment of identity, alienation, desire, and societal tensions. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.

Credit 3 units. A&S: TH

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**L34 French 4392. Commemorating the King**

The court of Louis XIV at Versailles was remarkable for its grandeur, its consolidation of power, and its celebration of the Sun King. Arguably, all aspects of court life were regulated by the crown and all things produced-whether wars or monuments; art or science; novels or histories-were tributes to the king. All reflected a certain "ideology of commemoration," that is, an implicit or explicit validation of the monarch's privilege and prestige, both for his contemporaries and for posterity. We explore how authors (including Louis XIV, La Bruyère, La Rochefoucauld, Perrault, La Fontaine), artists (Lebrun, Rigaud, Poussin, Félibien), and historiographers/memorialists (Racine, Saint Simon) support the ambitions of the crown through their works. Modern critics Elias, Marin, Burke, and Merlin guide our research into the activities of the royal family, the ideology of absolutism, and the role of art in affirming the power of Versailles as we continue to memorialize it through surviving texts, monuments, and images. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.

Credit 3 units. A&S: TH

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**L34 French 440. Parnassian and Symbolist Literature**

This course offers an examination of key writers and texts of the Parnassian and Symbolist schools of the 19th century. Readings include poetry, drama, and prose. Prerequisites: French 325 and

French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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#### **L34 French 441. From Symbolism to Surrealism**

This course presents a survey of major prose and poetry from 1870-1919, including writers such as Maupassant, Daudet, Anatole France, Loti, Valery, Peguy, and Claudel. We discuss several key philosophical and literary movements of the period (e.g., naturalism, idealism, experimental novel). Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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#### **L34 French 443. Contemporary Francophone Literature**

A general survey of Francophone literature. This course examines representative texts of Quebec, "Acadia," Africa, and West Indies. Authors to include Antonine Maillet, Louis Hémon, Michel Tremblay, Gérard Leblanc, Anne Hébert, Maryse Condé, along with the influential poets of "négritude," Senghor and Césaire. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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#### **L34 French 444. Modern Francophone Poetry**

The first half of this course consists of close readings of the founders of négritude: Césaire, Senghor, and Damas. While the political and historical impact of these poets is discussed in some depth, we analyze their poetry primarily in terms of its aesthetic value and concerns. We study American influences such as jazz and the poetry of the Harlem Renaissance along with French influences. The second half of this course focuses on the contemporary poetic scene in Africa and the Caribbean. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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#### **L34 French 447. The Medieval Literary Arts**

How do medieval French writers understand the structures and functions of the human body? What kinds of bodies are considered disabled? Are womanhood, childhood, and old age construed as disabilities? In this course we read texts of varied genres: 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*, Courtbarbe's *Trois Aveu-*

*gles de Compiègne*, Guillaume de Machaut's *Voir Dit*, and the farce *Le Garçon et l'Aveugle*; excerpts from Jean de Meun's *Roman de la Rose*, from the *Ovide Moralisé* and from Christine de Pizan's *Mutation de Fortune*; and poems by Rutebeuf, Deschamps, and Molinet, as well as critical and theoretical texts from the emerging discipline of disability studies. Texts are available in modern French; no prior study of Old French language is necessary. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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#### **L34 French 448. From Arthur to the Grail**

Conducted in English. A broad survey of the Arthurian legend: its origins; its elaboration in French, English, and other medieval literatures; and its expression in modern literature (especially English and American) and in the visual arts, film, and music. All readings available in English. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH BU: HUM FA: AH, Lit

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#### **L34 French 449. Old French**

To enable students to read Old French, this course offers a brief presentation of grammatical concepts and forms; close reading, translation, and discussion of selected medieval texts. Knowledge of Latin useful but not essential. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH

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#### **L34 French 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's *Lancelot*, Rutebeuf's *Vie de Sainte Elysabel*, the anonymous *Aucassin et Nicolette*, as well as Fabliaux, poetry

of the Trouvères and Trobairitz, excerpts of the Roman de la Rose, and works by Christine de Pizan. All readings and discussions are in modern French. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.

Credit 3 units. A&S: TH

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#### **L34 French 451. French Literature of the Middle Ages I**

French literature from the beginning to 1250. The course emphasizes chansons de geste, courtly romance and lyric, and early drama. Most works read in modern French. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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#### **L34 French 452. French Literature of the Middle Ages II: Debating the Middle Ages**

In this course we explore the function of debate in (and about) late medieval French literature, with particular attention to dialogue and polyphony in "querelles" of gender, language, and readership. Readings include troubadour tenors, the Roman de la Rose, the Cite des Dames, the Belle Dame Sans Merci, and responses to these poems, along with the Farcedes Maistre Pathelin and selected texts by trouveres Guillaume de Machaut, and François Villon. We supplement our readings with judicial documents, music, and the theoretical perspectives of Zumthor, Bakhtin, Kristeva, etc. Texts are available in Modern French editions; 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 required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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#### **L34 French 453. History of the French Language**

Study of phonetic and morphological evolution of the French language with side glances at historical events that shaped this development. No previous knowledge of Latin necessary. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: LA

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#### **L34 French 456. Romance Philology**

Study of the evolution of the major Romance languages from their common Latin origins. Knowledge of classical Latin not required, but acquaintance with phonetics of at least one Romance language extremely helpful. Conducted in English. Prerequisites:

French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: LA

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#### **L34 French 458. Nature, Landscape, and Travel in the Middle Ages**

Through an examination of the concept of nature in the Middle Ages, the course analyzes the importance of the presence or absence of landscapes in medieval literature, including chansons de geste, courtly romances, Roman de la Rose, accounts of travel and pilgrimages, poetry, and theater. We examine the movements of medieval men and women from one place to another; their concepts of the relation between the nature and culture; their emotions when confronting nature; the various means they use to describe space and travel; the function of nature and landscapes within individual works. Each text is situated within the general framework of the history of the language and the literature of the period. The thematic focus of the course is informed through theological, philosophical, and anthropological perspectives essential to an appreciation of all medieval texts. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH FA: SSP

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#### **L34 French 4581. Sacrifice and Service: Masculinity and the Medieval French Literary Tradition**

The Middle Ages constitute a beginning: a period when new languages and literatures-along with Gothic cathedrals, Troubadour song, Romanesque art, Crusades for the Holy Land, and quests for the Holy Grail-come into being. By focusing on the notion of service, we study how medieval society establishes a hierarchy of power that encompasses religious, feudal, and courtly relationships. Particular attention is given to the construction and testing of gender roles. What are men and women asked to sacrifice? Whom and what are they supposed to serve? How do the concepts of honor and heroism motivate the service of knights and heroines to their king and God? Texts include: La Chanson de Roland, La Quete du Saint-Graal, La Vie de Saint Alexis, Le Jeu d'Adam, Bérout's and Thomas's 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 required for undergraduates.

Credit 3 units. A&S: TH

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**L34 French 459. Writing North Africa**

This seminar studies French travel writing related to North Africa, as well as the major works of literature from and about Algeria, Morocco, and Tunisia, as a prelude for reading the texts of those countries' Francophone literature now considered canonical. We consider how colonial-era writing by authors such as Eugène Fromentin and Pierre Benoît defined the colonial "exotic." We then examine the way the former empire wrote its own literature in the language of the former colonizer, in the works of post-independence authors such as Kateb Yacine, Assia Djebar, and Abdelkebir Khatibi, who both observe and revise the conventions of post-colonial 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.

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**L34 French 460. Topics in European History IV**

A detailed look at the contributions of major French theorists such as Beauvoir, Cixous, Irigaray, Kristeva, and the interpretation of French feminism in America. We study French feminist theory with an eye to psychoanalysis; maternity as metaphor and experience; women and language and/or Marxist-feminist theory; and aesthetics. Conducted in French. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH FA: SSP

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**L34 French 461. Topics in French Literature and History**

How genre affects both the production of a given literary text and its perception by the reader. Representative texts from different centuries and movements. Prerequisites: French 325C and 326C (or, for students who have completed the Paris Business Program, completion of either course). One-hour preceptorial for undergraduates only.

Credit 3 units. A&S: TH FA: Lit, SSP

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**L34 French 466. Second Language Acquisition**

Same as Ling 466

Credit 3 units. A&S: LA

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**L34 French 468. Topics in 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.

Credit 3 units. A&S: TH FA: Lit

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**L34 French 469. Reading and Writing in a Second Language**

In the past decade the process of becoming literate in a second language has received considerable attention by researchers and instructors. This course, taught in English, extends issues in L2 literacy beyond pedagogy by examining the wide range of theoretical and research issues, both historical and current. Literacy acquisition among second language learners involves a number of variables including both cognitive and social factors. Topics discussed in class include: individual learner differences; the extent to which reading and writing are interrelated; text types and literary forms; literacy and social power; and universal cognitive operations. Students discuss how to bridge research and practice, and they create activities that are included in a reading and writing portfolio. Course counts toward the Graduate Certificate in Language Instruction.

Credit 3 units. A&S: LA

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**L34 French 470. Suffering and Self-Expression in Early Modern French Literature**

How did early modern people cope with disease, suffering, and death? With the advancement of medical science, in particular with Ambroise Paré, who saw it as his mission to ease his patients' pain, a new sensitivity toward man's suffering began to develop. Working within the historical and scientific context of the time, this course examines old and emerging attitudes toward man's suffering with special emphasis on the relationship between suffering and artistic expression. Topics discussed include: suffering as part of the human condition; suffering and faith; suffering and early modern medicine; medicine and religion; gendered views of illness; disease/suffering as a vehicle of relief and self-expression; literary treatment of suffering and disease, including melancholia, depression, suicide, kidney stone, mourning, aging, etc.; images of the ailing body and the ailing mind in early modern texts; disease as a theme and a metaphor. Various genres are covered (fiction, poetry, drama, essay, travelogue). Authors likely include Maurice Scève, Helisenne de Crenne, Louise Labé, Joachim Du Bellay, Pierre de Ronsard, Marguerite de Navarre, Jean-Baptiste Chassignet, Gabrielle de Coignard, and Michel de Montaigne. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates only.

Credit 3 units.

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**L34 French 481. Sartre and Existentialism**

This course studies French existentialism in light of recent intellectual developments, especially postmodernism; detailed study of Sartre's major literary and critical works. Conducted in French, nonmajors may do written work in English. Prerequisites: French



325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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#### **L34 French 482. Avant-Garde, Postmodern, and Modernity**

We study the history and evolution of an avant garde in French literature, possible definitions of the postmodern, description of the different areas of modernity. Readings both theoretical and literary. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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#### **L34 French 483. Gender and Genre**

A sampling of the diverse contributions made by French women to literary history, this course examines what prompted women to write in the 16th century; what they wrote about; which genres they chose; how these women were viewed by their contemporaries, etc. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH, SD FA: Lit

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#### **L34 French 492. Contemporary French Literary Criticism**

The first half of the course deals with works of Roland Barthes; the second examines relationship of philosophy to literature and explores how the ideas of Foucault, Lacan, Derrida, Deleuze, Girard, and Baudrillard can be applied to the study of literary texts. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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#### **L34 French 493. Selected French Writers**

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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#### **L34 French 495. Honors**

To be considered for graduation with Honors, students must: (1) participate satisfactorily in two 400-level literature courses and (2) enroll in French 495 and submit an Honors Thesis approved by the department at least two months before graduation. Prerequisite: 3.0 grade point average. Qualified students should consult the department.

Credit 3 units. A&S: TH

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#### **L34 French 4951. Honors**

To be considered for graduation with Honors, students must: (1) participate satisfactorily in two 400-level literature courses and (2) enroll in French 495 and submit an Honors Thesis approved by the department at least two months before graduation. Prerequisite: 3.0 grade point average. Qualified students should consult the department. Pass/fail.

Credit 3 units. A&S: TH

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#### **Contact Person:**

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#### **Departmental website:**

<http://rl.wustl.edu>



## Arts & Sciences: 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 you study the German language intensively and explore German literature and culture from the Middle Ages to the present. You also have the opportunity to learn business German and to study contemporary Germany.

As a beginning student, you are taught German through a combination of main classes and subsections. You rapidly acquire speaking skills through intensive interactive classroom activities. Intermediate German combines a three-hour main class with a subsection to enable you to work steadily on speaking, writing, listening, and reading skills. Advanced language courses help you to polish your basic German and to improve your facility to use complicated grammatical structures and to express complex ideas orally and in writing.

In Washington University's German program, you 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 literature and history, film, prose narrative, gender studies, philosophy, the history of German cultural institutions, the history of literary genres, literature before 1700, contemporary literature, and Austrian literature. 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.

As a student of German, you can choose among several study abroad programs, and you can take advantage of an array of co-curricular activities including film series, the German honorary society Delta Phi Alpha, lectures by guest speakers, and readings by visiting authors. Many German students also elect to assist with the annual German Day for middle school as well as junior and senior high school students from Missouri and Illinois and thus to transmit their interest in German to the next generation of students.

A degree in German prepares you for graduate study in German language, literature, and culture; language education; comparative literature; and linguistics. You also may choose to combine a degree in German with another major in the College and upon graduation to pursue graduate degrees in, for example, art history, business, environmental studies, international and area studies, law, or medicine. In addition to careers in academia, our graduates have pursued careers in diverse fields, including international banking, diplomacy, publishing, and law.

### Chair

**Stephan Schindler**

Ph.D., University of California–Irvine

### Endowed Professors

**Paul Michael Lützeler**

Rosa May Distinguished University Professor in the Humanities  
Ph.D., Indiana University

**Lynne Tatlock**

Hortense and Tobias Lewin Distinguished University Professor in the Humanities  
Ph.D., Indiana University

**Gerhild Scholz Williams**

Barbara Schaps Thomas and David M. Thomas Professor in the Humanities  
Ph.D., University of Washington

### Professor

**Lutz Koepnick**

Ph.D., Stanford University

### Associate Professors

**Matt Erlin**

Ph.D., University of California–Berkeley

**Erin McGlothlin**

Ph.D., University of Virginia

**Sarah Westphal-Wihl**

Ph.D., Yale University

### Assistant Professors

**Jennifer Kapczynski**

Ph.D., University of California–Berkeley

**William Layher**

Ph.D., Harvard University

### Adjunct Associate Professor

**James E. McLeod**

Vice Chancellor for Students and Dean of the College of Arts & Sciences  
A.B.D., Rice University

### Specialist in Foreign Language Pedagogy

**Eva Russo**

Ph.D., University of California–Los Angeles

## Professors Emeriti

### James F. Poag

Ph.D., University of Illinois

### Egon Schwarz

Rosa May Distinguished University Professor Emeritus in the Humanities

Ph.D., University of Washington

## The Major in Germanic Languages and Literatures

**Total units required:** 24

### Required courses:

German 340C and the Senior Assessment (undertaken in conjunction with a 400-level seminar) are required of all majors. German 340C is required for admission to all 400-level courses except German 401, 404, and 408D. Admission to 400-level courses (except German 401, 404, and 408D) without completion of German 340C is by departmental permission only.

### Elective courses:

21 units of course work in German on the 300 and 400 levels, with a maximum of 9 units at the 300 level and a minimum of 12 units at the 400 level. If you begin German at Washington University and follow the regular sequence of courses (German 101D-102D-210D), you will be ready to begin your German major after three semesters. Each student's progress toward her or his goal will be monitored on a regular basis and by a variety of means.

## Additional Information

**Study Abroad:** As a German major or minor, you are encouraged to participate in one of the overseas study programs. The German department sponsors a semester and a year abroad at the University of Tübingen, Germany. To be accepted to the Tübingen program you must complete German 301D and 302D or the equivalent by the end of your sophomore year. If you begin your German study at Washington University and wish to study abroad, you need to plan to participate in the summer program after your first year at Washington University. Upon returning to campus, German majors are required to take at least one 400-level course (other than German 497-498) for each semester spent abroad.

Washington University sponsors an eight-week summer program in Göttingen, Germany. If you have taken at least one semester of German, you may be eligible for this intensive language program. Especially if you are interested in business, the department encourages you to apply for the Webster University International

Business Internship or for the business internship in Koblenz, Germany, arranged by Washington University's Olin Business School.

**Senior Honors:** You can earn Honors in German by writing a thesis during your final year at Washington University. You choose a topic, with the help of a faculty thesis adviser from the department. Upon acceptance of your thesis proposal (normally in the fall of your senior year), you register for the German 497-498 sequence. You present the thesis to your thesis adviser and a second reader approximately one month before the conclusion of your final semester at the University.

## The Minor in Germanic Languages and Literatures

**Units required:** 15

**Required courses:** Students who intend to minor in German must complete 15 upper-level credits (300 and 400 level).

## Additional Information

German 340C (with discussion section) is strongly encouraged. At least half of the courses at the 300 level and above must be acquired either in residence at Washington University or in an overseas program affiliated with Washington University. Any credits obtained at the 300 or 400 level during the summer institute program in Göttingen may count toward the minor.

### L21 German 100D. Continuing German for Students with High School German

Builds on students' previous knowledge of German language and culture, reviewing and reinforcing the four language skills of listening, speaking, reading, and writing in cultural contexts with special emphasis on communicative competence. In addition to the regular class meetings, students sign up after the semester begins for a once-weekly subsection (time to be arranged). Prerequisites: placement by examination and at least two years of high school German, or permission of instructor. Students who complete this course successfully may enter German 102D or 290D.

Credit 3 units. A&S: LA BU: HUM, IS

### L21 German 101D. Basic German: Core Course I

Introductory program; no previous German required. Develops the four language skills of listening, speaking, reading, and writing in cultural contexts. Emphasis on communicative competence. In addition to the regular class meetings, students should sign up for a twice-weekly subsection. Students who complete this course successfully should enter German 102D.

Credit 5 units. A&S: LA BU: HUM, IS

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**L21 German 102D. Basic German: Core Course II**

Continuation of German 100D or 101D. In addition to the regular class meetings, students should sign up for a twice-weekly subsection. Prerequisite: German 100D, 101D or equivalent, or placement by examination.

Credit 5 units. A&S: LA BU: HUM, IS

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**L21 German 111D. Elementary German I**

Development of speaking, listening, reading, and writing skills. Exposure to cultural topics. Laboratory work included. Offered during Summer School only.

Credit 4 units. A&S: LA BU: IS

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**L21 German 112D. Elementary German II**

Continuation of Elementary German I. Further development of all skills. Exposure to cultural topics and to fiction and nonfiction texts. Laboratory work included. Prerequisite: German 111D (Elementary German I) or equivalent. Offered during Summer School only.

Credit 4 units. A&S: LA BU: IS

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**L21 German 210D. Intermediate German: Core Course III**

Continuation of German 102D. Reading and discussion in German of short literary and nonliterary texts combined with an intensive grammar review. Further development of 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 or equivalent, or placement by examination. Students who complete this course successfully should enter German 301D or 313.

Credit 4 units. A&S: LA BU: HUM, IS

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**L21 German 299. AN INTERNSHIP FOR LIBERAL ARTS STUDENTS**

A course for students participating in a pre-approved internship program. Students work together with a faculty adviser to determine the exact nature and scope of the work to be undertaken to receive German credit. All credit is subject to the approval of the department.

Credit 3 units.

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**L21 German 301D. Advanced German: Core Course IV**

Discussion of literary and nonliterary texts combined with an intensive grammar review. Systematic introduction to the expressive functions of German with an emphasis on spoken and written communication. In addition to the regular class meetings, students should sign up for a twice-weekly subsection. Prerequisite: German 210D, the equivalent, or placement by examination. Students who complete this course successfully should enter German 302D.

Credit 4 units. A&S: LA BU: HUM, IS

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**L21 German 302D. Advanced German: Core Course V**

Continuation of German 301D. Refinement and expansion of German communication skills (speaking, listening, writing, reading), deepening understanding of German grammatical structures, acquisition of more sophisticated and varied vocabulary, introduction to stylistics through discussion and analysis of literary and nonliterary texts. In addition to the regular class meetings, students should sign up for a twice-weekly subsection. Prerequisite: German 301D or equivalent, or placement by examination. Students completing this course successfully may enter the 400 level.

Credit 4 units. A&S: LA BU: HUM, IS

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**L21 German 313. Conversational German**

Practice in speaking and vocabulary development in cultural contexts. Prerequisite: German 210D, or equivalent, or placement by examination. Two hours a week. May be repeated for credit.

Credit 1 unit. A&S: LA BU: IS

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**L21 German 314A. The Legend of King Arthur in the Middle Ages**

Same as Hum 313A

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

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**L21 German 328. Topics in German Studies**

Content variable.

Credit 3 units.

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**L21 German 3281. Major Film Directors**

Same as Film 458

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

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**L21 German 329. Topics in German Literature I**

Same as Comp Lit 393

Credit 3 units. A&S: TH

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**L21 German 331. Topics in Holocaust Studies**

Content variable.

Credit 3 units. A&S: TH BU: HUM FA: Lit, SSP

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**L21 German 334C. Masterpieces of Modern German Literature in Translation**

Content variable.

Credit 3 units. A&S: TH BU: IS FA: Lit

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**L21 German 340C. German Literature and the Modern Era**

Introduction in English to German writers from 1750 to the present. Discussion focuses on questions such as the role of outsiders in society, the human psyche, technology, war, gender, the individual and mass culture, and modern and postmodern sensibilities as they are posed in predominantly literary texts and in relation to

the changing political and cultural faces of Germany over the past 250 years. Readings include works in translation by some of the most influential figures of the German tradition, such as Goethe, Nietzsche, Freud, Kafka, Thomas Mann, Brecht, and Christa Wolf. Open to first-year students, nonmajors, and majors. Required for admission to 400-level courses (except German 404 and 408D). Qualifies for major or minor credit when taken in conjunction with a one-hour discussion section in German. The discussion section provides an introduction to critical German vocabulary and is open to students with prior knowledge of German (German 210D or equivalent, or placement by examination).

Credit variable, maximum 4 units. A&S: TH, CD BU: ETH, IS FA: Lit

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**L21 German 401. ADVANCED GERMAN CORE COURSE VI**

Designed to foster advanced proficiency in German through analysis and discussion of a wide variety of high-level texts and through practice in advanced composition. Discussions and papers focus on questions of style, rhetoric, and cultural specificity and on developing expertise in textual interpretation. Additional emphasis on problems of advanced German grammar encountered by English speakers and on subtleties of style and idiomatic expression in spoken and written German. Prerequisite: German 302D, or the equivalent, or permission of instructor.

Credit 3 units. A&S: LA

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**L21 German 4031. Lectures on German Literature and Culture**

Four lectures in German on German literature and culture by a distinguished visiting professor. Students present class notes in German and write four one-page reaction papers (in German; to be revised) as well as a final three- to five-page reaction paper (in German). Attendance is required for those taking the course for credit. Credit/no credit only.

Credit 1 unit. A&S: TH FA: Lit

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**L21 German 404. Germany Today**

Introduction to the history, politics, and culture of contemporary Germany (1945 to the present). Topics include the cultural construction of identity in post-unified Germany; European integration and post-wall economy; the German constitution, electoral system and current elections; current debates and controversies; political parties and leading political figures; the role of literature, film, music, the visual arts, media and popular culture; the role of universities. Discussion, readings, and papers in German. Required for candidates for the Overseas Study Program in Tübingen (Germany). Prerequisite: German 302D (may be taken concurrently with German 404), or permission of instructor.

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

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**L21 German 408D. German as a Language of Business**

Designed to introduce students to concepts, structures, and issues relevant to German business and economics and to develop language and communication skills necessary to succeed in the German business world. Concentration on the fundamental structures of the German economic system, including industry and commerce, Germany as a production site, the structure of labor relations, the banking and finance sectors, fiscal and monetary policies, and international trade. Students also are introduced to specific aspects of German business, including market and product analysis; distribution and marketing; contracting and communication; enterprise cultures and human resources; as well as accounting. Development of business vocabulary, writing style appropriate for business reports, letter writing, oral presentation techniques, reading techniques for German newspapers and economic texts, and comprehension skills for German news programs. Lectures, readings, and assignments in German. In addition to the regular class meetings, students sign up for a twice-weekly subsection. Prerequisite: German 302D or permission of instructor.

Credit 4 units. A&S: LA BU: IS

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**L21 German 4100. German Literature and Culture, 1150-1750**

Exploration of medieval and early modern literature and culture within sociohistorical contexts. Genres and themes vary and may include visual culture; representation; the development of fictionality and historical writing; questions of race, gender, and class; courtly culture; law; magic and marvels; and medical and scientific epistemologies. Readings may include such genres as the heroic epic, drama, "Minnesang," the courtly novel, the Arthurian epic, fables, the novella, religious or devotional literature, witch tracts, pamphlets, political writings, the "Volksbuch," the picaresque novel, and the essay. Discussion, readings, and papers in German. Prerequisite: see Requirements.

Credit 3 units. A&S: TH, WI

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**L21 German 4101. German Literature and Culture, 1750-1830**

Exploration of the literature and culture of the Enlightenment, Storm and Stress, Weimar Classicism, and Romanticism within sociohistorical contexts. Genres and themes vary and may include the representation of history, absolutism and rebellion, the formation of bourgeois society, questions of national identity, aesthetics, gender, romantic love, and the fantastic. Reading and discussion of texts by authors such as Lessing, Goethe, Schiller, Kant, Novalis, G nderode, the Brothers Grimm, Kleist, E.T.A. Hoffmann, Eichendorff, Bettina von Arnim. Discussion, readings, and papers in German. Prerequisite: see Requirements.

Credit 3 units. A&S: TH, CD, WI FA: Lit

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**L21 German 4102. German Literature and Culture, 1830-1914**

Exploration of 19th-century literature and culture within socio-historical contexts. Genres and themes vary and may include the representation of history, liberalism and restoration, nationalism, industrialization, colonialism, class, race and gender conflicts, materialism, secularization, and fin-de-siècle. Reading and discussion of texts by authors such as Büchner, Heine, Marx, Storm, Keller, Meyer, Fontane, Droste-Hülshoff, Nietzsche, Ebner-Eschenbach, Schnitzler, Rilke. Discussion, readings, and papers in German. Prerequisite: see Requirements.

Credit 3 units. A&S: TH, CD, WI FA: Lit

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**L21 German 4103. German Literature and Culture, 1914 to the Present**

The course explores themes, practices, and expressions of alternative cultures that followed the unsuccessful student rebellion of 1968. During the 1970s young Germans engaged in a variety of protest movements against the older generation: they demanded political and social reforms, criticized the collective amnesia about the Holocaust, attacked the return of authoritarianism in family and institutions, called for sexual liberation, and attempted to save the environment from nuclear disaster. In order to comprehend the idiosyncrasies and complexities of these movements (e.g., Hippies, terrorism, Spontis, feminism, anti-AKW, New Subjectivity, Punk) we analyze literature (B. Baumann, P. Schneider, U. Plenzdorf, V. Stefan), film (Die verlorene Ehre der K. Blum, Deutschland im Herbst, Das zweite Erwachen der Christa Klages, Die Stille nach dem Schuss, Die fetten Jahre sind vorbei), popular music (Wader, Ton Steine Scherben, Nina Hagen, Fehlfarben, Toten Hosen), and other manifestations of the wild culture of the '70s (underground media, fashion, consumerism).

Credit 3 units. A&S: TH, CD, WI FA: Lit

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**L21 German 4104. Studies in Genre**

Exploration of the definition, style, form, and content that characterize a specific genre. Investigation of the social, cultural, political, and economic forces that lead to the formation and transformation of a particular genre. Examination of generic differences and of the effectiveness of a given genre in articulating the concerns of a writer or period. Topics and periods vary from semester to semester. Discussion, readings, and papers in German; some theoretical readings in English. Prerequisite: see Requirements.

Credit 3 units. A&S: TH, CD, WI FA: SSP

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**L21 German 4105. Topics in German Studies:**

Music has often been understood as "the most German of all arts," a cultural expression able to access the deepest layers of the individual's soul as much as to shape collective belonging. This course traces the intense relationship between German literature and music from the early 19th century to the post-unification period. Whereas 19th-century authors such as E.T.A.

Hoffmann, Grillparzer, Kleist, and Schopenhauer often associated music with aesthetic genius, introversion, death, and redemption; and whereas the works of later writers such as Friedrich Nietzsche or Thomas Mann turned post-Romantic musical forms into sources of modernist experimentation; in very recent years pop authors such as Thomas Meinecke and Benjamin Stuckrad-Barre reference different aspects of contemporary music culture-e.g., Techno, Rap, and the figure of the DJ-to infuse German literature with new sensibilities and to transcend traditional boundaries between high culture and the popular. Discussing a wide range of novels, short stories, plays, essayistic texts, philosophical treatises, operas, and musical films from the past 200 years, this course is designed to explore the productive interaction between the literary and the musical, not only to understand how music has shaped and continues to shape cultural identities in Germany, but also to explore how literary expressions can borrow from highly diverse musical idioms in order to complicate their formal registers. All readings and discussions in German.

Credit 3 units. A&S: TH, CD, WI FA: SSP

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**L21 German 4106. Studies in Gender**

Investigation of the constructions of gender in literary and other texts and their sociohistorical contexts. Particular attention to the gendered conditions of writing and reading, engendering of the subject, and indicators of gender. Topics and periods vary from semester to semester and include gender and genre, education, religion, politics, cultural and state institutions, science, sexuality, and human reproduction. Discussion, readings, and papers in German; some theoretical readings in English. May be repeated with different content. Prerequisite: see Requirements.

Credit 3 units. A&S: TH, SD, WI

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**L21 German 411. German Language Seminar: History of the German Language**

Treatment of the historical development of German phonology, morphology, syntax, and lexicon. Focus on the emergence of New High German. Examination of the relationship of standard German to its dialects and to other Germanic languages, particularly English. Conducted in German; papers in German. Prerequisite: German 302D or the equivalent, or permission of instructor.

Credit 3 units. A&S: LA

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**L21 German 414. German Language Seminar: Structure of the German Language**

Advanced course for undergraduates that enables better understanding of the language and sublanguages of modern German in terms of linguistic theory. Particular attention to semiotics and pragmatics, i.e., to German viewed as a "sign" of human communication, value, interaction. Conducted in German; papers in German. Prerequisite: German 302D or the equivalent, or permission of instructor.



Credit 3 units. A&S: LA

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**L21 German 4901. Major Film Directors**

Same as Film 458

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

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**L21 German 497. Independent Work for Senior Honors**

Research for an Honors thesis, on a topic chosen in conjunction with the adviser. Emphasis on independent study and writing. Open to students with previous course work in German at the 400 level, an overall 3.0 grade point average, and at least a B+ average in advanced work in German. Prerequisites: senior standing and permission of the undergraduate adviser.

Credit 3 units.

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**L21 German 498. Independent Work for Senior Honors**

Continuation of German 497. Completion of thesis. Quality of the thesis determines whether the student receives credit only or Honors in German. Prerequisite: German 497.

Credit 3 units.

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**Contact Person:** Professor Matt Erlin or Empress Sanders

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**Email:** merlin@wustl.edu or esander@wustl.edu

**Departmental website:** <http://www.artsci.wustl.edu/~german/>



## Arts & Sciences: Greek

The Department of Classics offers course work in Greek language, history, literature, archaeology, and culture. At Washington University, Greek is taught in the most progressive manner, using the latest innovations in textbooks and computer technology. The beginning student masters the grammar in two semesters and goes on immediately, in the third semester, to read Plato and Homer. 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 Master of Arts program. It is a remarkable and dynamic environment, one that the students find both rewarding and stimulating. The Department of Classics offers as well a variety of courses in Greek history, literature, archaeology, and culture, addressed both to the general undergraduate population and to those pursuing majors and minors within the department.

### Additional Information

**Study Abroad:** Study abroad for a semester in Rome or Athens is an option many Classics majors select. Washington University is a member of the Intercollegiate Center for Classical Studies (ICCS) consortium, and many majors attend the one-semester ICCS program in Rome. A knowledge of Latin or Greek to at least the intermediate level is required for admission to the Rome program. Students interested in studying at the Intercollegiate Center in Rome should consult Professor Cathy Keane. Students interested in the College Year in Athens Program should consult Professor Robert Lamberton.

For a list of affiliated faculty, please see the Department of Classics faculty page.

There is no major in this area. Students interested in Greek should explore either the major in Classics or the major in Ancient Studies offered through the Department of Classics.

There is no minor in this area. Students interested in Greek should explore either the minor in Classics or the minor in Ancient Studies offered through the Department of Classics.

#### **L09 Greek 101D. Beginning Greek I**

Intensive introduction to the morphology and syntax of classical (ancient) Greek, including extensive readings in literary texts.

Credit 5 units. A&S: LA BU: HUM, IS

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#### **L09 Greek 102D. Beginning Greek II**

Continuation and completion of the program begun in Greek 101D. Prerequisite: Greek 101D or permission of the instructor.

Credit 4 units. A&S: LA BU: HUM, IS

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#### **L09 Greek 190D. Intensive Beginning Greek I**

An intensive study of Attic Greek.

Credit 5 units. A&S: LA BU: IS

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#### **L09 Greek 210. Intensive Beginning Greek II**

Completion of work begun in Greek 190D followed by readings in original Greek poetry and prose. Successful completion of Greek 210 with a grade of B+ or better will allow the student to proceed directly to Greek 318C.

Credit 5 units. A&S: LA BU: HUM, IS

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#### **L09 Greek 215D. Intermediate Greek I**

Reading of Greek prose texts accompanied by review of morphology and syntax and exercises in vocabulary building. Prerequisite: Greek 102D or permission of the instructor.

Credit 3 units. A&S: LA BU: HUM, IS

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#### **L09 Greek 301. Intermediate Greek: The New Testament in Context**

A reading of texts from the New Testament as well as others of relevance to the religions of the Roman Empire. Prerequisite: Greek 317C or permission of the instructor.

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

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#### **L09 Greek 316C. Intermediate Greek II**

Readings in various forms of Greek poetry and prose as foundation for advanced study of Greek literature. Prerequisite: Greek 215D or permission of the instructor.

Credit 3 units. A&S: LA BU: HUM FA: Lit

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#### **L09 Greek 317C. Introduction to Greek Literature**

Introduction to Attic prose through the reading of Plato's Apology and related texts. Prerequisite: Greek 102D with a grade of B+ or higher, or permission of the instructor.

Credit 3 units. A&S: TH BU: HUM, IS FA: Lit

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#### **L09 Greek 318C. Introduction to Greek Literature**

Introduction to epic poetry through the reading of selections from Homer's Iliad and Odyssey. Prerequisite: Greek 210, Greek 316C, or Greek 317C.

Credit 3 units. A&S: TH BU: IS FA: Lit

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#### **L09 Greek 350W. Writing About Greek Literature**

Greek courses at the 300 level with enhanced writing requirements may be taken under this designation as writing-intensive courses. Required: permission of instructor.

Credit 3 units. A&S: LA, WI

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**L09 Greek 411. Homer: The Odyssey**

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L09 Greek 413. Homer: The Iliad**

Credit 3 units. A&S: TH FA: Lit

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**L09 Greek 416. Hesiod**

Credit 3 units. A&S: TH FA: SSP

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**L09 Greek 418. The Epic Tradition**

Intensive readings in Greek epic, including Homer, Hesiod, Apollonius Rhodius, and a sampling of later hexameters (The Orphic Argonautica, Nonnus). The emphasis is on the continuities and the discontinuities in the evolution of the genre.

Credit 3 units. A&S: TH

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**L09 Greek 421. Sophocles**

Credit 3 units. A&S: TH FA: Lit

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**L09 Greek 422. Euripides**

Credit 3 units. A&S: TH FA: Lit

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**L09 Greek 423. Aeschylus**

Credit 3 units. A&S: TH FA: Lit

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**L09 Greek 424. Aristophanes**

Credit 3 units. A&S: TH FA: Lit

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**L09 Greek 430. Herodotus**

Credit 3 units. A&S: TH FA: SSP

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**L09 Greek 431. Thucydides**

Credit 3 units. A&S: TH FA: SSP

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**L09 Greek 432. The Attic Orators**

Credit 3 units. A&S: LA FA: SSP

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**L09 Greek 435. Classical Historical Prose**

Credit 3 units. A&S: TH

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**L09 Greek 436. Attic Prose of the 4th Century BC**

Selected texts of Attic orators Xenophon, Plato, or Aristotle; specific readings for each semester in Course Listings. May be repeated for credit for study of a different author or text.

Credit 3 units. A&S: TH FA: Lit

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**L09 Greek 437. Topics in Greek Poetry**

Selected poetic texts from elegy, iambic, melic, pastoral, epic (other than Iliad and Odyssey), and other genres; specific readings for each semester in Course Listings. May be repeated for credit for study of different texts.

Credit 3 units. A&S: TH FA: Lit

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**L09 Greek 438W. Topics in Greek Literature**

Advanced Greek seminars with enhanced writing requirements may be taken under this designation as writing-intensive courses. Required: permission of instructor.

Credit 3 units. A&S: TH, WI

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**L09 Greek 451. PLATO**

Credit 3 units. A&S: LA

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**L09 Greek 499. Study for Honors**

Prerequisites: junior standing, grades of A- or better in courses in Greek numbered 300 or above, and permission of the Department chair. Either Greek 499 or Latin 497 must be taken by all Honors candidates.

Credit 3 units. A&S: TH

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## Arts & Sciences: Hebrew (Biblical and Modern)

The Department of Asian and Near Eastern Languages and Literatures offers a major and a minor in Hebrew. As a major in Hebrew, students can expect to gain proficiency in the language, study the area's literary and cultural landmarks, and gain familiarity with the historical context. Students majoring in Hebrew are expected to maintain a B average in all departmental courses. The prerequisites for a major include successful completion of the first two levels of language study or its equivalent and either JNE 208 Introduction to Jewish Civilization or JNE 350 Israeli Culture and Society.

**Language Placement** : Placement tests are required for all students entering our language programs. Students who test into Intermediate Hebrew 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 intermediate 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 a course below their placement level, are ineligible for retroactive credit units. Students who misrepresent the extent of their background to gain entrance to a course at the elementary or intermediate level will be dropped from that course.

For a list of affiliated faculty, please see the Department of Asian and Near Eastern Languages and Literatures faculty page.

### The Major in Hebrew (Biblical and Modern)

**Total units required:** 47. First and second level language study, 20 units, plus 27 upper-level units, no more than 12 of which may be language courses.

#### Required courses:

The prerequisites for a major in Hebrew include successful completion of the first two levels of language study or its equivalent and either JNE 208 Introduction to Jewish Civilization or JNE 350 Israeli Culture and Society.

Required upper-level courses for the major include language courses at the third-year or higher levels. Hebrew majors must take at least two semesters of fourth-level Modern Hebrew (MHBR 4101, 402, 420, or 421), as well as a minimum of one semester of classical Hebrew (BHBR 384, 385, or 440). All students are expected to maintain a minimum grade of B– in language classes.

In addition, Hebrew majors must complete 15 units of relevant upper-level literature, culture, and civilization courses, chosen in consultation with their adviser. (Please note that many courses in Near Eastern literatures and cultures can be found under Reli-

gious Studies, Comparative Literature, or Jewish, Islamic, and Near Eastern Studies.) Unless a student is writing an Honors thesis or fulfilling a capstone requirement for a second major, he or she also is required to take the ANELL Senior Seminar during the senior year.

### Additional Information

**Study Abroad:** Students are strongly encouraged to participate in Washington University-approved study abroad programs in Israel, Egypt, and other countries of the Middle East. Study abroad is usually during the junior year and after a minimum of one year of language study at Washington University. Students who participate in Washington University-sponsored and/or -approved overseas programs normally are able to apply most or all of these units to their undergraduate degree, although no more than 9 upper-level units may be applied to the major. However, all transfer of credit is subject to review and approval by the department and the Study Abroad office.

**Transfer Credit:** Normally no more than 6 units of credit earned at an institution other than Washington University (this does not include Washington University-approved study-abroad programs) may be applied to the major, and no more than 3 units toward the minor.

**Senior Honors:** Qualified majors are encouraged to apply for Senior Honors before the end of the junior year. Students wishing to pursue this option need to meet the minimum Honors requirements stated in this *Bulletin*; have outstanding performance in language work; and satisfactorily complete, during the senior year, Hebrew 488 (fall) and, if possible, Hebrew 489 (spring), to be taken in addition to all other departmental requirements. Honors work will be supervised by a three-member departmental Honors Committee composed of a primary adviser and two additional faculty, which plans with each student special language work as needed and an independent Honors research paper in the student's area of academic interest.

### The Minor in Hebrew

#### Units required: 15–29

**Required courses** : Students pursuing a minor in Hebrew are required to complete a minimum of two years of language taken in residence and at least 9 units of literature or culture courses chosen in consultation with their minor adviser. Upon placement out of language courses, students are required to take a total of 15 units in literature or culture courses, of which at least one course should be in literature. No more than 3 units can be earned through transfer credit or Study Abroad. Note that at least 12 units of the minor may not be counted toward any other major or minor.

**L74 MHBR 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 MHBR 151D. Foundation for modern conversational Hebrew. Skills for writing and speaking introduced. Five class hours a week plus laboratory work. Limit: 15 students per section.

Credit 5 units. A&S: LA BU: HUM, IS

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**L74 MHBR 106D. Beginning Modern Hebrew II**

Foundation for modern conversational Hebrew. Skills for writing and speaking introduced. Three class hours a week plus laboratory work. Limit: 15 students per section.

Credit 5 units. A&S: LA BU: HUM, IS

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**L74 MHBR 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 MHBR 106D. Limit 15 students.

Credit 3 units. A&S: LA BU: HUM, IS

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**L35 BHBR 179. Midrash: The Imaginative Interpretation of Biblical Texts**

Same as JNE 179

Credit 3 units. A&S: TH

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**L74 MHBR 200. Topics in Asian & Near Eastern Languages & Literatures**

Same as ANELL 200

Credit 3 units. A&S: TH, CD BU: BA, HUM, IS

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**L74 MHBR 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 MHBR 106D or placement by examination.

Credit 5 units. A&S: LA BU: HUM, IS

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**L74 MHBR 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: MHBR 213D or equivalent.

Credit 5 units. A&S: LA BU: HUM, IS

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**L35 BHBR 300. Introduction to the Hebrew Bible/Old Testament**

Same as Re St 300

Credit 3 units. A&S: TH BU: ETH, HUM FA: SSP

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**L35 BHBR 301C. The Jews in the Ancient World**

Same as JNE 301C

Credit 3 units. A&S: TH, CD BU: BA, HUM FA: SSP

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**L35 BHBR 302. Introduction to the History and Culture of Ancient Mesopotamia**

Same as JNE 302

Credit 3 units. A&S: TH BU: ETH, HUM

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**L74 MHBR 306. Modern Jewish Writers**

Same as Comp Lit 306

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

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**L35 BHBR 3082. Introduction to Rabbinic Judaism**

Same as Re St 3082

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L74 MHBR 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 MHBR 214D or placement by examination.

Credit 3 units. A&S: LA BU: HUM, IS

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**L74 MHBR 322D. Third Level Modern Hebrew II**

Credit 3 units. A&S: LA BU: IS

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**L74 MHBR 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: MHBR 322 or by departmental approval.

Credit 3 units. A&S: LA

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**L74 MHBR 340. Israeli Women Writers**

Study of selected novels and shorter fiction by women. Attention to the texts as women's writing and as products of Israeli literature. No knowledge of Hebrew necessary; all readings in English translation.

Credit 3 units. A&S: TH, CD, SD, WI BU: HUM FA: Lit

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**L35 BHBR 348. Medieval Jewish Travelogues, Chronicles, and Biographies**

Medieval Hebrew literature includes a wide range of narratives, many of which are commonly classified as chronicles, travelogues, biographies or diaries. In this course, we explore a variety of authors and narratives from the 9th to the 17th centuries, originating from Muslim and Christian lands, the Middle East and

Europe. We ask to what extent these texts mirror the personal experiences of their authors and to what extent they must be regarded as literary fictions. In addition, we discuss the question of how premodern Jewish writers reflected on history. All texts are read in English translation. Prerequisite: JNE 208F, or instructor's permission.

Credit 3 units. A&S: TH

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#### **L74 MHBR 350. Israeli Culture and Society**

Same as JNE 350

Credit 3 units. A&S: TH, CD, SD BU: HUM FA: SSP

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#### **L35 BHBR 384. Introduction to Biblical Hebrew**

This course enables students to read the Bible in the original Hebrew. Review of Hebrew grammar. Intended for students with a foundation in modern Hebrew. Prerequisite: MHBR 214D or instructor's permission.

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

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#### **L35 BHBR 385D. Topics in Biblical Hebrew Texts**

Prerequisite: BHBR 384 or instructor's permission.

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

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#### **L74 MHBR 387C. Topics in Hebrew Literature**

Hebrew works read in English translation. Prerequisite: sophomore standing; previous courses in literature recommended.

Credit 3 units. A&S: TH FA: Lit

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#### **L35 BHBR 400. Guided Readings in Northwest Semitic Inscriptions**

Prerequisite: permission of the instructor and the department chair.

Credit variable, maximum 6 units. A&S: LA

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#### **L74 MHBR 400. Asian & Near Eastern Languages & Literatures Senior Seminar**

Same as ANELL 400

Credit 3 units. A&S: TH, CD

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#### **L35 BHBR 4001. Asian & Near Eastern Languages & Literatures Senior Seminar**

Same as ANELL 400

Credit 3 units. A&S: TH, CD

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#### **L74 MHBR 4010. Fourth Level Modern Hebrew I**

Introduction to modern Israeli literature and literary analysis for the advanced student of Hebrew. Topics include selected genres, influential writers, and the relationship between literature and society. Conducted in Hebrew. Prerequisite: grade of B- or better in MHBR 321D, or permission of instructor.

Credit 3 units. A&S: LA, WI BU: HUM, IS

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#### **L74 MHBR 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: MHBR 4010.

Credit 3 units. A&S: LA BU: IS

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#### **L35 BHBR 4020. Jerusalem, the Holy City**

Same as JNE 4020

Credit 5 units. A&S: TH, CD, SD

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#### **L74 MHBR 420. Topics in Modern Hebrew Literature**

Various themes in Hebrew belles lettres, e.g., the intertwining of politics and literature, the survival of rabbinic metaphors.

Credit 3 units. A&S: LA FA: Lit

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#### **L74 MHBR 421. Study of Selected Texts in Modern Hebrew Literature**

Major works in Hebrew belles lettres by writers such as Bialik and Agnon studied in detail and depth.

Credit 3 units. A&S: TH FA: Lit

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#### **L35 BHBR 440. Topics in Rabbinic Texts**

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. Prerequisite: BHBR 385 or MHBR 401, or instructor's permission.

Credit 3 units. A&S: TH

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#### **L35 BHBR 444. The Mystical Tradition in Judaism**

Same as Re St 444

Credit 3 units. A&S: TH, CD BU: ETH, IS

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#### **L35 BHBR 488. Independent Work for Senior Honors**

Prerequisite: senior standing, eligibility for honors, and permission of the department.

Credit 3 units. A&S: LA

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#### **L74 MHBR 488. Independent Work for Senior Honors**

This course to be taken in the fall semester. Prerequisite: senior standing, eligibility for honors, and permission of the department. Credit 3 units.

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**L35 BHR 489. Independent Work for Senior Honors**

This course to be taken in the spring semester. Prerequisite: senior standing, eligibility for honors, and permission of the department.  
Credit 3 units.

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**L74 MHR 489. Independent Work for Senior Honors**

This course to be taken in the spring semester. Prerequisite: senior standing, eligibility for honors, and permission of the department.  
Credit 3 units.

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**L74 MHR 4973. Guided Readings in Hebrew**

Prerequisites: senior standing and permission of the instructor and the department chair.  
Credit variable, maximum 5 units. A&S: LA

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**L35 BHR 4983. Guided Readings in Akkadian**

Prerequisite: permission of the instructor and the department chair.  
Credit variable, maximum 6 units. A&S: LA

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**L74 MHR 4983. Guided Readings in Hebrew**

Prerequisites: senior standing, and permission of the instructor and the department chair.  
Credit variable, maximum 5 units. A&S: LA

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**L35 BHR 4984. Guided Readings in Aramaic**

Prerequisite: permission of the instructor and the department chair.  
Credit variable, maximum 6 units. A&S: TH

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**L35 BHR 4985. Guided Readings in Biblical Hebrew**

Prerequisite: permission of the instructor and the department chair.  
Credit variable, maximum 6 units. A&S: LA

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## Arts & Sciences: Hindi

The Department of Asian and Near Eastern Languages and Literatures offers a minor in Hindi (South Asian Language and Culture).

**Language Placement** : Placement tests are required for all students entering our language programs. Students who test into Intermediate Hindi 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 intermediate 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 a course below their placement level, are ineligible for retroactive credit units. Students who misrepresent the extent of their background to gain entrance to a course at the elementary or intermediate level will be dropped from that course.

For a list of affiliated faculty, please see the Department of Asian and Near Eastern Languages and Literatures faculty page.

The Department of Asian and Near Eastern Languages and Literatures does not offer a major in this area. Please visit the ANELL page for a list of available majors.

### The Minor in South Asian Languages and Culture

**Units required:** 18

**Required courses:** Choose from the following suggested courses or consult with your minor adviser:

Hindi 111D. Beginning Hindi-Urdu I  
Hindi 112D. Beginning Hindi-Urdu II  
Hindi 151D. Advanced Beginning Hindi Urdu  
Hindi 201. Intermediate Hindi-Urdu I  
Hindi 202. Intermediate Hindi-Urdu II  
Hindi 311. Advanced Hindi-Urdu I  
Hindi 312. Advanced Hindi-Urdu II  
Re St 250F. Hindu Traditions  
Re St 3392. Topics in South Asian Religions  
Re St 340C. Hindu Reformations  
Re St 392. South Asian Traditions in Practice  
History 3191. History of South Asia to the Eve of Modernization  
History 3192. Modern South Asia  
History 3920. South Asian Traditions in Practice: Ritual, Spectacle, Self  
History 4153. Society and Politics in British India

History 4154. Post-Colonial South Asia: Nations, Cultures, and Identities

Music 1271. Introduction to Indian Music

### Additional Information

The minor in South Asian Languages and Culture requires the completion of 18 credits, a minimum of 9 of which must be at the 300 level or above, and no more than 12 of which may be in language. Minimum requirements for the minor include two years of Hindi language and the successful completion of at least 9 units in literature/culture courses chosen in consultation with the minor adviser. Please note that students must earn a minimum of B– in language courses in order to proceed to the next level. Students who place out of language courses because of previous language training, or because they are native speakers of the language, must complete 15 units with literature and culture courses as approved by their minor adviser. No more than 3 units of credit earned at an institution other than Washington University may be applied to the minor. The pass/fail grade option is not allowed for any minor courses. Please note that no more than 3 units of the required 18 units for the minor may be courses that also are used to satisfy the requirements of a major.

**Study Abroad:** Students are strongly encouraged to participate in Washington University-approved study abroad programs in Israel, Egypt, and other countries of the Middle East. Study abroad is usually during the junior year and after a minimum of one year of language study at Washington University. Students who participate in Washington University-sponsored and/or -approved overseas programs are normally able to apply most or all of these units to their undergraduate degree although no more than 9 upper-level units may be applied to the major. However, all transfer of credit is subject to review and approval by the department and the Study Abroad Office.

**Transfer Credit:** Normally no more than 3 units of credit earned at an institution other than Washington University (this does not include Washington University-approved study-abroad programs) may be applied toward the minor.

### L73 Hindi 111D. Beginning Hindi I

An introduction to the most widely spoken language of South Asia. Along with an understanding of grammar, the course offers practice in all four skills: listening, speaking, reading, and writing. The Hindi (Devanagari) script is used for reading and writing. Note: students with some previous Hindi language background must take a placement examination.

Credit 5 units. A&S: LA BU: HUM, IS

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**L73 Hindi 112D. Beginning Hindi II**

Continuation of 101D, devoted to the further development of basic skills-listening, speaking, reading, and writing-with a particular emphasis on the acquisition of speaking proficiency. Prerequisite: Hindi 111D or placement by examination.

Credit 5 units. A&S: LA BU: HUM, IS

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**L73 Hindi 151D. Advanced Beginning Hindi I**

Designed for the student with some background in Hindi. Emphasis on review of grammar, increased fluency, and vocabulary enrichment. Prerequisite: placement by examination or instructor's permission.

Credit 3 units. A&S: LA BU: IS

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**L73 Hindi 201. Intermediate Hindi I**

Continuing practice in listening, speaking, and grammatical understanding. The Hindi (Devanagari) script is used for reading and writing. Prerequisite: grade of B- or better in Hindi 112D, or placement by examination.

Credit 5 units. A&S: LA BU: HUM, IS

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**L73 Hindi 202. Intermediate Hindi II**

Continuation of Hindi 201. Prerequisite: grade of B- or better in Hindi 201, or placement by examination.

Credit 5 units. A&S: LA BU: HUM, IS

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**L73 Hindi 299. Undergraduate Independent Study**

Prerequisites: Hindi 202 and permission of the instructor and the department chair.

Credit variable, maximum 6 units.

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**L73 Hindi 301. Advanced Hindi I**

This course is designed to help students gain advanced proficiency in the oral and written use of Hindi through reading and discussion of short stories, newspaper articles, and other selected materials. Prerequisite: grade of B- or better in Hindi 202 or placement by examination.

Credit 3 units. A&S: LA BU: IS

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**L73 Hindi 302. Advanced Hindi II**

This course is a continuation of Hindi 301. It is designed to continue students' advanced proficiency in the oral and written use of Hindi through reading and discussion of short stories, newspaper articles, and other selected materials. Prerequisite: grade of B- or better in Hindi 301 or placement by examination.

Credit 3 units. A&S: LA

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**L73 Hindi 330. Topics in South Asian Literature and Culture**

An introduction to major texts of South Asian literature, both traditional and modern, in their cultural context. Specific topics, texts and themes may vary from year to year. The course assumes no previous acquaintance with the material. All readings are in English or English translation.

Credit 3 units. A&S: TH

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**L73 Hindi 350. Introduction to South Asian Literature in Translation**

Credit 3 units. A&S: TH, CD BU: HUM

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**L73 Hindi 399. Independent Study**

Prerequisite: permission of instructor and the department.

Credit variable, maximum 6 units.

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**L73 Hindi 400. Asian & Near Eastern Languages & Literatures Senior Seminar**

Same as ANELL 400

Credit 3 units. A&S: TH, CD

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**L73 Hindi 499. Independent Study**

Prerequisite: permission of instructor and the department.

Credit variable, maximum 6 units.

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<http://www.artsci.wustl.edu/~anell/>

## Arts & Sciences: History

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 how relations of power have structured individual experience and social organization. Some may emphasize the ways that individuals in a particular time and place came to understand themselves in relation to their environment, other people, or dominant ideologies. 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. In all these ways (and more) of studying the past, historians grapple with how people—together and in conflict—have structured the possibilities of human society. In their explorations, historians reveal the origins of many issues that we continue to contend with today, including international conflict, social inequality, race relations, religious and ethnic diversity, family roles, technological innovation, and a host of others. While it is not true that history repeats itself, it is true that without knowledge of the past we are unable to understand the present.

The History Department encourages all undergraduates to incorporate the discipline of historical thinking into their liberal arts education. You will learn to organize and interpret data, to write with precision and clarity, to develop logical and convincing arguments, and to combine careful research with creativity. In all of our courses, we emphasize the kinds of skills that will help you to succeed both in your classes at Washington University and in your postgraduate career.

For our majors and minors, we offer the opportunity to work closely with a faculty mentor to develop a coherent yet challenging program of study. The history major is structured to be flexible, and we encourage students both to pursue established interests and to explore topics, time periods, and locales that may be less familiar. We offer a broad range of courses from the ancient world to the present, and across Africa, Asia, the Mideast, Europe, and the Americas. We have many opportunities for small-group learning and discussion, including freshman seminars, our Historical Methods seminar, writing-intensive seminars, and advanced seminars. Prior to graduation, every major is expected to demonstrate mastery of the field through an advanced seminar, an independent research project, formal fieldwork in the historical and archival professions, or writing a senior honors thesis.

Some history majors go on to pursue graduate work in the field and become professional historians. But most find that the knowledge and skills they build through history courses fit them for a wide range of careers. Our graduates have attended law or medical school, and have pursued careers in government, education, research, business, communications, international agencies, publishing, museums and archives, public advocacy, and many other fields.

### Chair

#### Jean Allman

Jack Hexter Professor in the Humanities  
Ph.D., Northwestern University

### Endowed Professors

#### Daniel Bornstein

Stella Koetter Darrow Professor of Catholic Studies  
Ph.D., University of Chicago

#### Derek M. Hirst

William Eliot Smith Professor  
Ph.D., Cambridge University

#### Hillel J. Kieval

Gloria M. Goldstein Professor of Jewish History and Thought  
Ph.D., Harvard University

#### Linda J. Nicholson

Stiritz Professor of Women's Studies  
Ph.D., Brandeis University

#### Douglass C. North

Spencer T. Olin Professor in Arts & Sciences  
Ph.D., University of California–Berkeley  
(Economics)

### Professors

#### Iver Bernstein

Ph.D., Yale University

#### Ahmet T. Karamustafa

Ph.D., McGill University

#### David T. Konig

Ph.D., Harvard University

#### Kenneth H. Ludmerer

M.D., Ph.D., Johns Hopkins University

#### Tim Parsons

Ph.D., Johns Hopkins University

#### Mark Pegg

Ph.D., Princeton University

### Associate Professors

#### Elizabeth Borgwardt

Ph.D., Stanford University

**Andrea S. Friedman**

Ph.D., University of Wisconsin

**Margaret Garb**

Ph.D., Columbia University

**Christine Johnson**

Ph.D., Johns Hopkins University

**Peter Kastor**

Ph.D., University of Virginia

**Steven Miles**

Ph.D., University of Washington

**Max J. Okenfuss**

Ph.D., Harvard University

**Corinna Treitel**

Ph.D., Harvard University

**Assistant Professors****Catherine Adcock**

Ph.D., University of Chicago

**Shefali Chandra**

Ph.D., University of Pennsylvania

**Charly Coleman**

Ph.D., Stanford University

**Sonia Song-Ha Lee**

Ph.D., Harvard University

**Sowandé Mustakeem**

Ph.D., Michigan State University

**Nancy Reynolds**

Ph.D., Stanford University

**Lori Watt**

Ph.D., Columbia University

**Senior Scholar in the Humanities****Steven Hause**

Ph.D., Washington University

**Adjunct Professors****Adrienne D. Davis**

J.D., Yale Law School

(Law)

**Jim Davis**

Ph.D., University of Michigan  
(Political Science)

**Steven Zwicker**

Ph.D., Brown University  
(English)

**Adjunct Associate Professor****Mary Ann Dzuback**

Ph.D., Columbia University  
(Education)

**Professors Emeriti****Henry Berger**

Ph.D., University of Wisconsin

**Richard Davis**

Ph.D., Columbia University

**Gerald N. Izenberg**

Ph.D., Harvard University

**Richard J. Walter**

Ph.D., Stanford University

**The Major in History**

**Total units required:** 24

**Required courses:**

Two introductory courses

History 301A. Historical Methods

A capstone experience (either a Senior Honors thesis, an advanced seminar, or a faculty-guided independent research project or historical fieldwork).

**Elective courses:**

12 units in advanced-level courses. Each student must have advanced-level courses in both the premodern and the modern eras, and in three distinct geographic regions. Although there is no formal language requirement, you may need foreign language or quantitative skills to pursue advanced or graduate work. You should consult with your adviser to determine what is best for your career goals.

## Additional Information

**Fieldwork:** As a history major, you are eligible for fieldwork at the Missouri Historical Society or at other museums. Opportunities also are sometimes available in the special collections at Olin Library, with local businesses, and at historical sites.

**Study Abroad:** You are encouraged to participate in various overseas studies programs, which normally may fulfill up to 8 units of credit for the major or minor.

**Senior Honors:** If you have a strong academic record, you may work toward Latin Honors. It is recommended that students complete two advanced seminars in the junior year. Students graduating with Latin Honors must meet GPA requirements and satisfactorily complete History 399 Senior Honors Thesis and Colloquium, while writing a thesis during your senior year.

**AP Scores:** A score of 5 on the AP European, U.S., or World History examination will constitute completion of History 102, 163, and/or 164 respectively, and 3 units of credit equivalent to History 102, 163, and/or 164 will be awarded, for a maximum of 6 credits toward the major and/or minor. A score of 4 on any of these exams may earn 3 units of elective credit but will not be counted toward the major or minor.

## The Minor in History

**Units required:** 18

### Required courses:

One of the following:

- History 101C. Western Civilization I
- History 102C. Western Civilization II
- History 163. Freedom, Citizenship, and the Making of American Life
- History 164. Introduction to World History

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.

### Elective courses:

12 additional units, at least 9 at the 300 level or above.

## Additional Information

Courses in the minor are excluded from the Credit/no credit option. No more than two courses may originate outside the department.

### L22 History 101C. Western Civilization

This course surveys the period from ca. 3500 bce to 1650 ce in the West. As we examine the civilizations of Mesopotamia, the ancient Mediterranean, and medieval and early modern Europe,

we focus on themes of cultural contact, conflict, and change in order to understand the complex roots of conventional "Western" history. Introductory course to the major and minor.

Credit 3 units. A&S: TH BU: HUM FA: SSP

### L22 History 102C. Western Civilization

This course provides an introduction to the history of modern Europe. It begins by following Europeans from the upheavals of the Enlightenment to the French Revolution, and from the industrial revolution to the era of nation-state building; continues by exploring how Europeans became embroiled in the scramble for empire, the era of "totalitarianism," and two disastrous world wars; and ends by examining how Europeans coped with the divisions of the Cold War, the collapse of communism, and the challenges of unification and resurgent nationalism. Introductory course to the major and minor.

Credit 3 units. A&S: TH, SD BU: HUM FA: SSP

### L22 History 1113. Freshman Seminar: Latin America in the 1960s-The Cuban Revolution and Its Influence

As in much of the world, the 1960s were turbulent years in the history of Latin America. The Cuban Revolution of 1959 had a widespread influence that shook the hemisphere and dominated many of the events of the period. In this seminar, students examine the Revolution and its repercussions, particularly as it affected United States-Cuban relations specifically and U.S.-Latin-American relations generally.

Credit 3 units. A&S: TH, CD BU: IS

### L22 History 115. Economic History and Entrepreneurialism in Modern Western Civilization

This introductory course surveys Western Civilization (predominantly European history, but with a component of American history) from the 17th century to the present, focusing on economic history and the rise of entrepreneurialism.

Credit 3 units. A&S: TH BU: IS

### L22 History 131C. Topics in European History: Text and Tradition

Same as Hum 203C

Credit 3 units. A&S: TH BU: HUM FA: SSP

### L22 History 132C. Topics in European History: Text and Tradition

Same as Hum 207C

Credit 3 units. A&S: TH BU: HUM FA: SSP

### L22 History 154. Freshman Seminar: Saints and Society

The topic of this course is saints and society in medieval and early modern Europe. It explores the complex relationships between exceptional holy men and women, the historical settings in which they lived, and the religious and cultural traditions on which they

drew. It considers saints as both embodiments of the highest ideals of their societies and radical challenges to ordinary patterns of social existence.

Credit 3 units. A&S: TH BU: ETH

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**L22 History 156. Freshman Seminar: England in the Age of Shakespeare**

This course examines certain themes central to our understanding of Shakespeare's England, such as monarchy, order, power and the limits on action; national identity; gender; and family. Students read and discuss modern historical scholarship, a range of contemporary sources, and Shakespeare's plays, and the relationship between them.

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

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**L22 History 163. Freedom, Citizenship, and the Making of American Life**

This course offers a broad survey of American history from the era before European settlement of North America to the late 20th century. The course explores the emergence and geographic expansion of the United States and addresses changes in what it meant to be an American during the nation's history. Tracing major changes in the nation's economic structures, politics, social order and culture, the course chronicles, among other issues, changes in the meanings of freedom, citizenship, and American identity. Introductory course to the major and minor.

Credit 3 units. A&S: TH, CD, SD BU: HUM FA: SSP

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**L22 History 164. Introduction to World History: Theory and Practice**

As an introduction to world and comparative history, this course tours the globe in an era when the world was engulfed by war. World War II was a period of intense violence, upheaval, and profound change that touched every continent in one way or another by destroying, remaking, and inventing international, domestic, and local institutions. Where conventional studies of the conflict focus on military and diplomatic matters, this course surveys the causes, scope, and consequences of World War II for a representative sample of the common people of Europe, the Americas, Africa, the Middle East, and Asia. It uses the war's influence on race, gender, disease, propaganda, technology, literature, film, music, and material culture to introduce students to the basic concepts and methodologies of world and comparative history. Introductory course to the major and minor.

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

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**L22 History 176. Freshman Seminar: A Nation Apart? Jewish Identity in an Age of Nationalism**

Same as JNE 176

Credit 3 units. A&S: TH, SD

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**L22 History 201A. Text and Tradition: Puzzles and Revolutions**

Same as Hum 201A

Credit 3 units. A&S: TH BU: SCI FA: NSM

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**L22 History 2030. Freshman Seminar: The Enigma of Thomas Jefferson**

Who was Thomas Jefferson, and why has his reputation undergone so many changes? This course is an exercise in understanding how professional historians and the general public discover and use the past. It therefore sets four primary goals: to recover the past on its own terms; to understand the many different methods and standards applied in interpreting the past; to understand how and why each generation changes the way it views the past as it seeks to make it "useable"; and to develop the skills of exposition and argumentation necessary to describe and analyze complex historical issues and to express critical ideas effectively.

Credit 3 units. A&S: TH

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**L22 History 2060. East Asia Since 1500**

This course seeks to explain the emergence of three of the most dynamic societies in early modern (1500-1800) and modern (1800-present) times: China, Korea, and Japan. In addition to offering an introductory overview of East Asian history, this course provides an alternative view to American and European interpretations of early modern and modern world history. Rather than imagining East Asia as a passive actor in history, this course explores the ways in which East Asia has shaped global modernity.

Credit 3 units. A&S: TH, CD

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**L22 History 2081. Introduction to Jewish Civilization**

Same as JNE 208F

Credit 3 units. A&S: TH BU: ETH, IS FA: SSP

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**L22 History 2090. Freshman Seminar: Chinese Diasporas**

China has had one of the most mobile populations in world history. This freshman seminar explores migration patterns and networks in the creation of Chinese diasporas in the early modern and modern eras (1500-present). Rather than focus exclusively on the history of China or the Chinese overseas, this course more broadly considers practices and networks that sustained and linked internal and external migrations.

Credit 3 units. A&S: TH BU: IS

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**L22 History 2091. Freshman Seminar: The City in Early Modern Europe**

Cities were important political, economic, and population centers in early modern Europe. For its diverse inhabitants, a city functioned as a source of identity and support and as a site for economic and social conflict. Using a wide variety of primary and



secondary sources, this class examines how men and women, rich and poor, established citizens and marginal groups, tried to understand and manage the urban experience.

Credit 3 units. A&S: TH, SD BU: BA, HUM FA: SSP

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**L22 History 214C. Introduction to Islamic Civilization**

Same as JNE 210C

Credit 3 units. A&S: TH, CD BU: ETH, IS FA: SSP

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**L22 History 2152. The Theory and Practice of Justice: The American Historical Experience**

This introductory course uses historical case studies combined with readings in law, literature, and philosophy to illuminate key episodes in which definitions of justice were contested in 19th- and 20th-century America. Some of the conflicts explored include: 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 vs. hate speech in the 1960s and '70s; and recent debates over affirmative action and gay marriage.

Credit 3 units. A&S: TH, SD BU: BA, ETH, HUM FA: SSP

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**L22 History 217C. The Atlantic World, 1000-1800**

Survey of the peoples, cultures, and civilizations that bordered and traveled the Atlantic Ocean from Norse voyages up to the Napoleonic Wars. Examines the importance of the Atlantic as a frontier, an economic resource, a highway, and an impetus to technological innovation. Considers also the political, cultural, economic, and demographic effects of increasing contact among Europeans, Americans, and Africans.

Credit 3 units. A&S: TH

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**L22 History 2250. Freshman Seminar: African American Women's History: Sexuality, Violence, & the Love of Hip Hop**

Same as AFAS 2250

Credit 3 units. A&S: TH, SD BU: BA

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**L22 History 244. War, Rebellion and the Formation of American Identity, 1754-1865**

Same as AMCS 244

Credit 3 units. A&S: TH

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**L22 History 2845. Freshman Seminar: States of Nature: The Natural Order of Society in Western Thought**

This small-group discussion course gives full attention to the major moments and movements of modern European history, 1650 to the present. We also examine some fundamental texts in the Western traditions, from the Enlightenment to Romanticism; from Marxism to Darwinism and feminism; to the diverse thought of the 20th century. Its organizing idea is that an evolving notion of

"nature" and "the natural order" has impacted Europe's definition of the state, and shaped its image of a just society. This course fulfills one of the introductory course requirements for the major in History, however, students cannot get credit for both this course and History 102C.

Credit 3 units. A&S: TH BU: IS

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**L22 History 2948. Freshman Seminar: History of Ethnicity in China**

This seminar addresses the rich and complex history of ethnicity in China. How did different ethnic groups come into being in China? How has ethnicity been defined and labeled? How did different ethnic groups interact with each other? How does the state influence ethnic identity? What is the role of ethnicity in politics? Through analyzing these questions, this course seeks to help students understand ethnicity in Chinese history and develop the ability to think, write, and talk about relevant issues in a critical and compelling manner.

Credit 3 units. A&S: TH, CD BU: IS

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**L22 History 299. Undergraduate Internship in History**

Students receive credit for a faculty-directed and approved internship. Registration requires completion of the Learning Agreement, which the student obtains from the Career Center and which must be filled out and signed by the Career Center and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities, e.g., eight to 10 hours a week for 13 or 14 weeks to receive 3 units of credit; 1 or 2 credits for fewer hours. Students may not receive credit for work done for pay but are encouraged to obtain written evaluations about such work for the student's academic adviser and career placement file. Credit variable, maximum 3 units. FA: SSP

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**L22 History 3002. Independent Work**

Permission of the instructor is required.

Credit 3 units.

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**L22 History 3012. Modern British History: 1688-2000**

This course examines the social and political history of Great Britain from the Glorious Revolution to the present day. Major themes include the forging of a "British" identity, the acquisition of Empire, economics, transition, and religious conflict.

Credit 3 units. A&S: TH BU: IS

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**L22 History 301A. Historical Methods**

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. See Course Listings for current topics. Required for history majors who declare the major after July 2007.

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

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**L22 History 3021. Introduction to the History and Culture of Ancient Mesopotamia**

Same as JNE 302

Credit 3 units. A&S: TH BU: ETH, HUM

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**L22 History 3042. Two Renaissance Cities: Approaches to Early Modern Culture**

This course explores Renaissance texts, images, and contexts. We compare the experience and the artifacts of two cities, one Italian and one outside Italy, in order to assess the viability of "the Renaissance" as a pan-European cultural label; we note the pressures of urban and court life on cultural production; and we observe the interaction of intellectual and aesthetic self-confidence with the concerns of politics and patronage.

Credit 3 units. A&S: TH

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**L22 History 3043. Renaissance Europe**

The Renaissance was a time of tremendous cultural change, global expansion, and political and religious conflict that gave birth to the modern world. Yet, these dynamic developments were produced by an anxious society, where limited technological capabilities and an increasingly rigid system of social and gender divisions discouraged innovation and encouraged repressive measures. This course seeks to answer the question of how these contradictory impulses shaped the European Renaissance.

Credit 3 units. A&S: TH, SD BU: ETH

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**L22 History 3056. Material Culture in Modern China**

Same as Anthro 3056

Credit 3 units. A&S: SS, CD

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**L22 History 3058. Musica Ebraica: Jewish Identities in Western Music from 1600 to the 21st Century**

Same as JNE 3581

Credit 3 units. A&S: LA, CD BU: HUM

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**L22 History 3060. East Asia Since 1500**

This course seeks to explain the emergence of three of the most dynamic societies in early modern (1500-1800) and modern (1800-present) times: China, Korea, and Japan. In addition to offering an introductory overview of East Asian history, this course provides an alternative view to American and European interpretations of early modern and modern world history. Rather than imagining East Asia as a passive actor in history, this course explores the ways in which East Asia has shaped global modernity.

Credit 3 units. A&S: TH, CD BU: IS

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**L22 History 3066. The American City in the 19th and 20th Centuries**

This course explores the cultural, political, and economic history of U.S. cities in the 19th and 20th centuries. The course focuses on New York, Chicago, St. Louis, Los Angeles, and Atlanta, although other cities may be included. Students conduct significant primary research on sections of St. Louis, developing a detailed history of one of the city's neighborhoods. Much of the course readings address broad themes such as immigration, industrialization, deindustrialization, and race and gender relations in American cities.

Credit 3 units. A&S: TH, SD BU: HUM FA: SSP

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**L22 History 3072. Cracks in the Republic: Discontent, Dissent, and Protest in America, 1950-1975**

Through primary sources, including films as well as narrative accounts, this course investigates the context, causes, content, and consequences of the political and cultural upheavals in American society between 1950 and 1975. Domestically and internationally, the events of the period were rooted in developments during the late 1940s. The focus of this course alternates between national and local settings.

Credit 4 units. A&S: TH, SD BU: BA FA: SSP

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**L22 History 307C. English and Colonial Foundations of American Law to 1776**

The role of law and legal institutions in the establishment of societies by the various peoples of the New World. Although some attention is paid to Native American, African, French, and Spanish traditions and practices, the basis of the course is the creation of a new Anglo-American legal culture on the fundamental structures and principles of English law.

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L22 History 3091. Poverty and Social Reform in American History**

This course explores the history of dominant ideas about the causes of and solutions to poverty in American society from the early republic to the end of the 20th century. We investigate changing economic, cultural, and political conditions that gave rise to new populations of impoverished Americans, and to the expansion or contraction of poverty rates at various times in American history.

Credit 3 units. A&S: TH, SD BU: BA FA: SSP

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**L22 History 3100. Contemporary Jewish Thought**

Same as JNE 310

Credit 3 units. A&S: TH BU: ETH FA: Lit, SSP

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**L22 History 310C. The Jews in the Ancient World**

Same as JNE 301C

Credit 3 units. A&S: TH, CD BU: BA, HUM FA: SSP

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**L22 History 3120. South Asian Traditions**

Same as Re St 312

Credit 3 units. A&S: TH, CD

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**L22 History 3122. Race, Caste, Conversion: Social Movements in South Asia**

It is a truism that caste-based injustice is one of the abiding forms of inequality in South Asia. But what precisely is a caste, and how is injustice to be removed? In this course, students explore different theories of caste, beginning with the race-inflected theories of the 19th century; and different approaches to the remediation of inequalities, including social reform, religious conversion, political organization and legal remedies. Students also compare caste reform with gender reform, and consider how the experience of caste is inflected by gender.

Credit 3 units. A&S: TH, CD, SD

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**L22 History 313C. Islamic History: 600-1200**

The cultural, intellectual, and political history of the Islamic world, beginning with the prophetic mission of Muhammad and concluding with the Mongol invasions.

Credit 3 units. A&S: TH BU: IS FA: SSP

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**L22 History 3149. The Late Ottoman Middle East**

This course surveys the Middle East in the late Ottoman period (essentially the 18th and 19th centuries, up to World War I). It examines the central Ottoman state and the Ottoman provinces as they were incorporated into the world economy, and how they responded to their peripheralization in that process. Students focus on how everyday people's lived experiences were affected by the increased monetarization of social and economic relations; changes in patterns of land tenure and agriculture; the rise of colonialism; state efforts at modernization and reform; shifts in gender relations; and debates over the relationship of religion to community and political identity.

Credit 3 units. A&S: TH, CD, SD BU: IS

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**L22 History 314C. Islamic History: 1200-1800**

A survey of the major Islamic polities and societies of the Nile-to-Oxus region from 1200 to 1800; their cultures, socioeconomic conditions, and historical development. Particular attention is given to the Mamluk and Ottoman Middle East, Safavid Iran, and Mughal India.

Credit 3 units. A&S: TH BU: IS FA: SSP

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**L22 History 3150. The Middle East in the 20th Century**

This course surveys the history of the Middle East since World War I. Major analytical themes include: colonialism; Orientalism; the formation of the regional nation-state system; the formation and political mobilization of new social classes; changing gender relations; the development of new forms of appropriation of economic

surplus (oil, urban industry) in the new global economy; the role of religion; the Middle East as an arena of the Cold War; conflict in Israel/Palestine; and new conceptions of identity associated with these developments (Arabism, local patriotism, Islamism).

Credit 3 units. A&S: TH, CD, SD BU: IS

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**L22 History 3151. The Palestinian-Israeli Conflict, 1881-Present**

This class traces the roots of the Palestinian-Israeli conflict back to Europe, Istanbul, and late Ottoman Palestine. During this period, we observe how the Palestinian-Israeli conflict developed as a regional conflict; move on to the British mandate period, and then cover events in Israel and the Palestinian territories once the land was united following the 1967 war, including the rise of the PLO, and its impact on Israel.

Credit 3 units. A&S: TH BU: IS

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**L22 History 3152. The History of Iran from 1501 to the Present**

In this class we examine the sociopolitical change and religious movements from Safavid Persia to present day Iran. We discuss the process of institutionalization of Shi'ism in Iran during the Safavid period and the reasons for the fall of the Safavid Empire. For the Qajar period, we focus on the increasing contact between Qajar Iran and the Western powers; the introduction of ideas of constitutionalism and Western forms of schooling; as well as the debates that surrounded such contacts with the West.

Credit 3 units. A&S: TH BU: IS FA: SSP

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**L22 History 3161. Chinese Social History: Urban Transformations**

The course examines major themes and debates in Chinese urban history since the mid-19th century. Topics include: the Western impact; the construction of modernity; elite activism and authoritarianism; consumerism and nationalism; shifting gender roles; political mobilization and social networking; and the Communist revolution. Understanding and analyzing the nuance and difference in views and interpretations in historical writings (historiography) are essential.

Credit 3 units. A&S: TH FA: SSP

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**L22 History 3162. Early Modern China: 1350-1800**

This course examines political, socioeconomic, and intellectual-cultural developments in Chinese society from the middle of the 14th century to 1800. This chronological focus largely corresponds to the last two imperial dynasties, the Ming (1368-1644) and Qing (1644-1911). Thematically, the course emphasizes such early-modern indigenous developments as increasing commercialization, social mobility, and questioning of received cultural values.

Credit 3 units. A&S: TH, CD BU: IS

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**L22 History 3164. Chinese Foreign Relations Since the Opium War**

This course analyzes the evolution of Chinese foreign relations from the Opium War to the present. The course focuses on Chinese state relations with the rest of the world over the past century and a half, and addresses relevant issues of Chinese domestic political history over the same period. Throughout the course, we look for consistent themes in Chinese foreign relations. Credit 3 units. A&S: TH BU: IS

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**L22 History 316C. Modern China: 1890s to the Present**

A survey of China's history from the clash with Western powers in the 1800s to the present day economic revolution. This course examines the background to the 1911 revolution that destroyed the old political order. Then it follows the great cultural and political movements that lead to the Communist victory in 1949. The development of the People's Republic is examined in detail, from Mao to the global economy. Credit 3 units. A&S: TH, CD BU: IS FA: SSP

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**L22 History 3172. Queer Histories**

Same as WGSS 3172  
Credit 3 units. A&S: TH, SD

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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 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 is emphasized equally. Credit 3 units. A&S: TH, CD BU: HUM, IS FA: SSP

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**L22 History 3202. Japan From Earliest Times to 1868**

A survey of the history of the Japanese archipelago from prehistory to the Meiji Restoration of 1868, this course is designed to acquaint students with pre-industrial Japanese society and the discipline of history. In addition to tracing political, social, and cultural narratives across time, we focus on three themes: the emergence of a centralized state and the subsequent transition from aristocratic to warrior to commoner rule; interactions with the world beyond Japan's borders; and issues of gender and sexuality. Credit 3 units. A&S: TH, CD BU: IS

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**L22 History 320C. Japan Since 1868**

For some, "Japan" evokes "Hello Kitty," animated films, cartoons, and sushi. For others, the Nanjing Atrocity, "Comfort Women," the Bataan Death March, and problematic textbooks. For still others, woodblock prints, tea ceremony, and cherry blossoms, or Sony Walkmans and Toyotas. Still others may hold no image at all. Tracing the story of Japan's transformations, from a pre-indus-

trial peasant society managed by samurai-bureaucrats into an expansionist nation-state and then to its current paradoxical guise of a peaceful nation of culture led by conservative nationalists, provides the means for deepening our understanding of historical change in one region and grappling with the methods and aims of the discipline of history.

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

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**L22 History 3212. Special Topics in History: Keble College, Oxford**

See department.  
Credit variable, maximum 10 units. A&S: TH FA: SSP

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**L22 History 321C. Introduction to Colonial Latin America**

This course surveys the history of Latin America from the era of Spanish exploration and conquest up to the Wars of Independence (roughly 1492 to 1831). Stressing the experiences and cultural contributions of Americans, Europeans, and Africans, we consider the following topics through primary written documents, but also music, painting, and architecture: Aztec, Maya, Inca, and Iberian civilizations; models of conquest in comparative perspective (Spanish, Portuguese, and Amerindian); consolidation in labor, tributary, and judicial systems; religion and the Catholic Church; sugar and mining industries, trade, and global economies; urban and rural life; and ethnic, caste, class, and gender relations. Brazil provides a continuous counterpoint to Mexico and the Andes, while the experiences of "fringe" areas of empire, such as Haiti, Cuba, Argentina, and northern Mexico, become central in the second half of the course. This course satisfies the modern history course requirement for history majors. Credit 3 units. A&S: TH, CD BU: HUM, IS FA: SSP

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**L22 History 3225. Environmental History of Latin America**

Environmental history is a relatively new approach to Latin-American history that focuses on the relationship between nature and society. Taking nature seriously forces us historians to revise our understanding of social change, the rise and fall of civilizations, and contemporary problems of political instability. And by putting current environmental debates into historical context, we can contribute to a fuller understanding of the complexity of environmental problems.

Credit 3 units. A&S: TH, CD

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**L22 History 322C. Latin America in the 20th and 21st Centuries: Reform or Revolution**

This course is an examination of Latin America in the 20th and 21st centuries, with special emphasis on class dynamics, revolutionary nationalism, attempts at reform, industrialization and urbanization, mass participation in politics, the transition to democracy in the 1980s and the "neo-liberal" policies of the 1990s, the backlash against globalization, and the role of the United States in the area.

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

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**L22 History 3261. American Economic History**

Same as Econ 326

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L22 History 3262. The Early Medieval World: 300-1000**

A principal theme of this course is the Christianization of Europe. From the emergence of the Christian church in the Roman Empire and the conversion of the Emperor Constantine in 312 through the turbulent adoptions of Christianity by different cultures in the early Middle Ages; the rise of Islam in the 7th century; the Arab conquests of north Africa and southern Europe; and the Byzantine empire, especially in Constantinople.

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

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**L22 History 3263. The High Middle Ages: 1000-1500**

This course begins with the first millennium in the West and ends with the arrival of Europeans in the Americas. We explore issues such as the relationship of popes to kings, of cities to villages, of Jews to Christians, of vernacular literature to Latin, of knights to peasants, of the sacred to the profane.

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

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**L22 History 3266. Scholarship and the Screen: Medieval History and Modern Film**

Historical films are surprisingly accurate reflections of modern historiographical trends in the study of the Middle Ages. This course uses films on the Middle Ages, medieval documentary evidence, scholarship from the time the film was released, and current scholarship. It explores the shifts in historical interpretation of the Middle Ages over the past century and engages in debates over what evoking the past means for the scholar and the filmmaker.

Credit 3 units. A&S: TH BU: IS

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**L22 History 3302. Religion and Science**

Same as Re St 3301

Credit 3 units. A&S: TH BU: ETH

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**L22 History 3303. History of American Cinema**

Same as Film 330

Credit 3 units. A&S: TH BU: HUM FA: AH

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**L22 History 3311. Topics in American Culture Studies: Exploring America, 1957**

Same as AMCS 330

Credit 3 units. A&S: TH BU: BA FA: SSP

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**L22 History 333. The Holocaust: History and Memory**

Origins, causes, and significance of the Nazi attempt to destroy European Jewry within the context of European and Jewish history. Related themes: the Holocaust in literature; the psychology of murderers and victims, bystanders and survivors; and contemporary implications of the Holocaust for theology and politics.

Credit 3 units. A&S: TH, SD BU: ETH, HUM, IS FA: SSP

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**L22 History 3340. Gender, Health, and Resistance: Comparative Slavery in the African Diaspora**

Slavery is a field of historical study that continues to undergo considerable transformation within scholarly investigation. As such, scholars have sought to initiate much broader understandings of the evolution of slavery across both time and geographical space. This course utilizes a comparative approach to examine the experiences of enslavement common throughout the African Diaspora, particularly within the United States, the Caribbean, and parts of Latin America. Some themes briefly covered within this course include gender, sexuality, community, resistance, medicine, labor, and culture. As a comparative course, students are challenged to go beyond the traditional narrative of the African-American experience in order to fundamentally understand the linkages of oppression, survival, and even liberation, which arguably shaped the lives of enslaved and free populations within and across the Diaspora.

Credit 3 units. A&S: TH, CD

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**L22 History 334C. History of Jews in Christian Europe to 1789**

This course investigates some of the major themes in the history of the Jews in Europe, from the High Middle Ages to the eve of the French Revolution. Jews constituted a classic, nearly continuous minority in the premodern Christian world, and one of the purposes of the course is to examine the ways in which the Jewish community interacted with and experienced European societies, cultures, and politics.

Credit 3 units. A&S: TH, CD BU: ETH, HUM, IS FA: SSP

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**L22 History 335C. The Jews in the Modern World**

This course offers a survey of the Jewish experience in the modern world. We begin with the European Enlightenment and the formation of the modern state and end with American and Israeli settings at the close of the 20th century. Among the themes that students explore in depth are: the campaigns for and against Jewish "emancipation"; acculturation and religious reform; Jewish life in the Russian empire and in Eastern Europe; the rise of political and racial anti-Semitism; mass migration and the formation of American Jewry; varieties of Jewish national politics; Jewish-Gentile relations between the World Wars; the destruction of European Jewry; the emergence of a Jewish nation-state; and Jewish culture and identity since 1945.



Credit 3 units. A&S: TH, CD BU: ETH, HUM FA: SSP

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**L22 History 336C. History of the Jews in Islamic Lands**

This course is a survey of Jewish communities in the Islamic world; their social, cultural, and intellectual life from the 7th to the 19th century ce. Topics include: Muhammad and the Jews; the legal status of Jews under Islam; the spread of Rabbinic Judaism in the Islamic Empire; the development of new Jewish identities under Islam (Karaites); Jewish traders and scholars in Medieval Egypt; the flourishing of Jewish civilization in Muslim Spain; and Sephardi (Spanish) Jews in the Ottoman Empire.

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L22 History 3402. Money and Morals in the Age of Merchant Capital**

Between the late medieval period and the 18th century, Europe underwent an economic transformation that, while creating an expansive and dynamic European economy, also prompted much debate and discussion about the changing patterns of production, consumption, and social relations that went hand-in-hand with new economic practices. As state officials worked to make economic policies fit in with national priorities, other writers proclaimed that stock market bubbles, shady business practices, and the materialism and fickleness of consumers signaled the decline of morality and civilization.

Credit 3 units. A&S: TH BU: IS FA: SSP

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**L22 History 3403. Europe Between the Wars: 1919-1939**

A survey of European history between the wars. It stresses the distinctive modern conflicts of the period, particularly those resulting from World War I and leading to World War II. Considerable attention is given to the development of the Soviet system, but the major emphasis is on the rise of fascism, Nazism, and other forms of right-wing authoritarianism, which is studied in the broader European context. There also is extended examination of the Spanish Republic and the internationalization of the Spanish Civil War.

Credit 3 units. A&S: TH BU: IS FA: SSP

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**L22 History 341. The Jewish People In America**

Same as JNE 341

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

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**L22 History 3413. Women in Early Modern Europe**

From the Renaissance to the Enlightenment, European women experienced tremendous change as Europe witnessed religious upheaval, economic retrenchment, political consolidation, and intellectual revolution. However, many of the core ideas about women's role and status remained remarkably stable during this period, and women continually struggled to create opportunity for themselves. We examine both the changing and unchanging nature of women's lives through sources such as conduct manuals

for women; biographies about women from different economic, social, and religious backgrounds; and the works of female authors.

Credit 3 units. A&S: TH, SD BU: BA FA: SSP

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**L22 History 3415. Jewish-Gentile Relations in the United States, 1830-1970**

Same as JNE 3415

Credit 3 units. A&S: TH BU: BA

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**L22 History 341C. Ancient History: The Roman Republic**

Same as Classics 341C

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L22 History 3420. Americans and Their Presidents**

Same as AMCS 3422

Credit 3 units. A&S: TH

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**L22 History 342C. Ancient History: The Roman Empire**

Same as Classics 342C

Credit 3 units. A&S: TH BU: HUM, IS FA: SSP

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**L22 History 343C. Europe in the Age of Reformation**

At the beginning of the 16th century, Europe was torn apart by the theological, social, and political upheaval created by Martin Luther's challenge to the Roman Catholic Church. We examine the late medieval history of dissent and the social and religious environment that made the Reformation possible. We also analyze the doctrines and the tactics of the principal branches of Protestantism and the Catholic Church's response, and the social and political impact of the Reformation.

Credit 3 units. A&S: TH, CD, SD BU: BA, HUM FA: SSP

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**L22 History 3440. The Social World of Early Christianity**

From its very beginning, Christianity confronted pressing social issues, many of which still challenge us today. In this course, we examine a selection of these topics in the hope not only of understanding the historical development of Christian social practice and doctrine, but also of evaluating the "solutions" articulated by the early church. To this end, we complement our readings in the primary sources with essays drawn from the contemporary social sciences.

Credit 3 units. A&S: TH BU: ETH FA: SSP

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**L22 History 3441. Introduction to European Studies**

Same as IAS 344

Credit 3 units. A&S: TH, CD BU: IS

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**L22 History 3444. Thinking the Post-War World: Intellectual & Cultural History Since the Holocaust**

This lecture course examines European and world thought from the intellectual and artistic response to Nazism to the postmodern and cosmopolitan globalism of the present.

Credit variable, maximum 4 units. A&S: TH

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**L22 History 3450. Modern Germany**

What does it mean to be German? How should Germany fit into Europe? What problem does the German past pose for today? These questions structure our survey of the forces that have shaped German history since 1800. After examining the multiplicity of German states that existed in 1800, we explore the forces 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.

Credit 3 units. A&S: TH, CD BU: IS

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**L22 History 3456. Greek History: Archaic and Classical**

Same as Classics 345C

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L22 History 346C. Greek History: The Age of Alexander**

Same as Classics 346C

Credit 3 units. A&S: TH, CD BU: HUM FA: SSP

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**L22 History 3470. Gender and Citizenship**

Same as WGSS 347

Credit 3 units. A&S: TH, WI BU: BA

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**L22 History 3480. Hindu Traditions**

Same as Re St 348

Credit 3 units. A&S: TH, CD, SD BU: ETH

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**L22 History 3481. Rethinking the "Second Wave": The History of U.S. Feminisms, 1960-1990**

Same as WGSS 348

Credit 3 units. A&S: TH, SD BU: BA

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**L22 History 3490. Europe in the 20th Century**

In 1914, several European nations dominated much of the world through vast overseas empires in which they exercised military, political, and economic power. This course explores the decline, fall, and slow return of the "new Europe" by examining the history of Europe from World War I to the present. It considers the decline of Europe brought about by two devastating wars, and the crucial impact of war and genocide in shaping European politics, society, and culture; the place of Europe in the Cold War; and the European retreat from empire in the post-war era.

Credit 3 units. A&S: TH

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**L22 History 3491. Europe in the 20th Century: 1945-2000**

This course is an introduction to political, social, and cultural developments in Europe from 1945 to the present. It investigates the reconstruction of Europe following the devastation of World War II and the principles upon which this reconstruction was based. Topics include: the post-war settlement following World War II; the division of Germany; the consolidation of the communist and the capitalist power blocs and the beginning of the Cold War; political and economic reconstruction in Western Europe and Stalinization in Eastern Europe; and the path toward the formation of the European Community.

Credit 3 units. A&S: TH BU: IS FA: SSP

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**L22 History 3510. Cultures of the Middle Ages: Death and Dying in Medieval Europe**

Same as Med-Ren 351

Credit 3 units. A&S: TH, CD

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**L22 History 3520. Conquest & Colony: Cultural Encounters in the New World**

This course studies the contrasting patterns of colonization in the New World, as this hemisphere was once termed by Europeans. Traditionally, such comparative studies have focused on the cultural differences among the European colonizers—the English, the French, the Spanish, and so on. As the different groups confronted and dealt with each other in the 16th and 17th centuries, they established widely varying patterns of living that would impact the histories of their descendants for generations to come.

Credit 3 units. A&S: TH, CD

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**L22 History 3530. Re-forming Ireland, 1500-1700**

Ireland in the 16th and 17th centuries was radically transformed. Not only were the political structures and the political culture of resurgent Gaeldom destroyed, but religious loyalties consolidated new Irish identities as Protestantism—in the form of new waves of settlers and new flurries of English governmental interventions—obliterated inherited distinctions and divisions and defined all Roman Catholics as the enemy.

Credit 3 units. A&S: TH, SD BU: IS

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**L22 History 3531. Early-Modern England**

Around 1500, England was an overwhelmingly agrarian society dominated by crown and aristocracy; by 1700, political power had been redistributed by revolution while commercialization, "science" and empire-building were well under way. Through lecture and discussion, and through readings in a variety of autobiographical and other writings, including some of the great works of literature, we examine how contemporaries sought to shape, or to come to terms with, their world.

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L22 History 3532. Faith and Power in Early Modern England**

This course examines the often-explosive relations between religious faith and political power in 16th- and 17th-century England: a time of the conquest of Ireland; the burning of martyrs; the hanging of witches and puritan experiments in New and old England. It explores the painful process by which a general commitment to religious unity and coercion eroded to allow space to the individual conscience.

Credit 3 units. A&S: TH

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**L22 History 3550. Composing the Self in Early Modern Europe**

This course explores manners of thinking about the self in early-modern Europe, (ca. 1400-1800). During this period, the human person was not regarded as a static category; rather, men and women formulated multiple ways of being a self in relation to God, the state, the family, and other persons in society. Discussion revolves around autobiographical writings as well as a selection of theological, philosophical, and literary works.

Credit 3 units. A&S: TH

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**L22 History 3552. Modern France Since 1870**

This course examines French history since the Franco-Prussian War of 1870-1871. It looks at the creation of an enduring republic (the Third Republic, the first lasting republic in the history of the European great powers) and the shaping of republican institutions up to the present day. The course focuses on political history, with special attention to social, economic, and religious history, as distinguished from the cultural and intellectual.

Credit 3 units. A&S: TH BU: IS

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**L22 History 3553. French Revolution to Napoleon III**

The focus of this course is on the French Revolution of 1789-1799 and France under Napoleon Bonaparte, but the topics discussed begin with the crisis of the French monarchy at the end of the Old Regime and end with the reign of the last French monarch, Emperor Napoleon III.

Credit 3 units. A&S: TH BU: HUM, IS

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**L22 History 356C. Twentieth Century Russian History**

A survey of Russian history from 1900 to the present. The course emphasizes the Russian Revolutions at the beginning and end of the century; Stalinism; de-Stalinization; and postcommunist society. Much attention is given to the assumptions and conclusions of schools of historical analysis: Marxist, totalitarianism, Kremlinologist, and revisionist.

Credit 3 units. A&S: TH BU: IS FA: SSP

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**L22 History 3580. Identity: From Individual Crisis to Collective Politics**

What does it mean to say that we have, or that we seek, an identity? We seem to need to define ourselves as something, to be able to know "who we are." The psychoanalyst Erik Erikson, who coined the famous concept of "identity crisis" half a century ago, suggested that individual identity becomes a problem when the materials from which we normally construct it, parental identifications and cultural beliefs, come into conflict. Sociologists have argued that personal identity is a problem specific to modernity, created by the breakdown of the fixed categories of traditional society.

Credit 3 units. A&S: TH BU: BA

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**L22 History 3584. From Freud to Postmodern and Feminist Psychoanalysis: A History of Psychoanalytic Ideas**

This course traces the development of psychoanalysis from Freud's original positions in the early 20th century to the most recent innovations in the psychoanalytic theory and practice of the 21st century.

Credit 3 units. A&S: TH BU: BA

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**L22 History 3588. The Soundtrack of Israeli History**

Same as JNE 3583

Credit 3 units. A&S: TH, CD

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**L22 History 359. Topics in European History: Modern European Women**

This course examines the radical transformation in the position and perspective of European women since the 18th century. The primary geographical focus is on Britain, France, and Germany. Topics include: changing relations between the sexes; the emergence of mass feminist movements; the rise of the "new woman;" women and war; and the cultural construction and social organization of gender. We look at the lives of women as nurses, prostitutes, artists, mothers, hysterics, political activists, consumers, and factory hands.

Credit 3 units. A&S: TH, SD BU: IS FA: SSP

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**L22 History 3598. The First World War and the Making of Modern Europe**

World War I 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, World War II, and the Cold War are all its products. Today, many of the ethnic and national conflicts that triggered war in 1914 have resurfaced. Understanding World War I, in short, is crucial to understanding our own era.

Credit 3 units. A&S: TH BU: IS

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**L22 History 3603. Renaissance Italy**

This course examines the social, cultural, intellectual, and political history of late medieval and Renaissance Italy: civic life and urban culture; the crisis of the 14th century; the city-states of Renaissance Italy; the revival of classical antiquity; art and humanism of the Renaissance: culture, politics, and society; Machiavelli and Renaissance political thought; the wars of Italy; religious crisis and religious reaction in the 16th century.

Credit 3 units. A&S: TH

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**L22 History 3608. Science & Society Since 1800**

This course surveys selected topics and themes in the history of modern science from 1800 to the present. Emphasis is on the life sciences, with some attention to the physical sciences.

Credit 3 units. A&S: TH FA: SSP

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**L22 History 3632. The American Frontier: 1776-1848**

This course examines the nation's shifting frontier from independence through the Mexican-American War. It considers people and places in flux as their nationality, demography, and social order underwent dramatic changes. Students make use of an extensive electronic archive of primary sources including period documents, historic maps, and contemporary art work, in order to consider how these sources confirm, reject, or expand on the ideas they encounter in published scholarship.

Credit 3 units. A&S: TH, CD, SD BU: HUM FA: SSP

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**L22 History 365. The New Republic: The United States, 1776-1850**

A survey of American history from the eve of the Revolution to the eve of the Civil War. Topics covered include: the Revolution and its ambiguous legacies; the rise of democracy; the starkly paradoxical "marriage" of slavery and freedom; the creation of much of the America that we know; mass political parties; sustained capitalist growth; individualistic creeds; formalized and folkloric racism; technological innovation; literary experimentation; distinctively American legal, scientific, and religious cultures; and the modern movements of labor, feminism, and African-American empowerment.

Credit 3 units. A&S: TH BU: HUM, IS FA: SSP

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**L22 History 366. The Civil War & Reconstruction: 1848-1877**

This course is a survey of American history from 1848-1877, focusing on the Civil War and Reconstruction. The bloody conflict and its causes and consequences are explored from multiple perspectives: those of individuals such as Lincoln, McClellan, Davis, Douglass, and Lee, who made momentous choices of the era; of groups such as the Radical Republicans and the black freed people who helped shape the actions of individuals; and of the historians, novelists, filmmakers, and social movements that have struggled to define the war's legacy for modern America.

Credit 3 units. A&S: TH, SD BU: HUM FA: SSP

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**L22 History 3660. Narratives of Discovery**

This course examines Europe's encounter with the newly discovered lands and peoples of Africa, Asia, and America through the writings of the travelers themselves. We read stories of exploration and conquest, cultural and commercial exchanges, religious visions, and cannibal practices.

Credit 3 units. A&S: TH

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**L22 History 367. Modern America: 1877-1929**

The rise of industrial America: the social conflicts, cultural shifts, political responses, and world status occasioned by industrial development in the United States, from Reconstruction to World War I. Key concerns include labor, race, and women's suffrage; popular culture; the bohemian avant garde; consumerism; progressive reform; imperialism and the impact of World War I.

Credit 3 units. A&S: TH BU: BA, HUM FA: SSP

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**L22 History 3670. The Civil Rights Movement and the Making of Modern America**

The Civil Rights Movement stands as one of the central stories of U.S. history. For many Americans, it signals an enduring struggle to create a more perfect union. This course covers the African-American Civil Rights Movement, broadly conceived, from the 1940s through the 1960s, and well beyond. The Civil Rights Movement was the most significant American social movement of the 20th century. It was also a religious, political, patriotic, and perhaps most profoundly—a personal movement. This course explores the many facets of the Civil Rights Movement, noting how it involved a cast of actors much broader than Martin Luther King, Jr., and a set of goals much broader than ending the Jim Crow system. We use firsthand accounts, extensive documentary film footage, and new historical findings. We also study the opponents of the Civil Rights Movement and consider civil rights struggles outside of the traditional South, including Jim Crow-era St. Louis.

Credit 3 units. A&S: TH

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**L22 History 368. Modern America Since 1929**

This course offers an intensive survey of U.S. history since World War I, concentrating on key turns in the development of American life: social and political strains of the 1920s as part of the "new era" commenced by the Great War; responses to the Great Depression and the construction of a limited welfare state in the 1930s and 1940s; the rise of Cold War anticommunism in foreign and domestic affairs in the wake of World War II; the advent of a new period of social reform and disruptive protest in the 1950s and 1960s; the turn toward the political right since the 1970s; and the aftermath of the Cold War.

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L22 History 3680. The Cold War, 1945-1991**

This course presents an assessment of the Cold War from the perspective of its major participants. Topics include: the origins of the Cold War in Europe and Asia; the Korean War; the Stalin regime; McCarthyism and the Red Scare; the nuclear arms race; the conflict over Berlin; Cold War film and literature; superpower rivalry in Guatemala, Cuba, Vietnam, Africa, and the Middle East; the rise and fall of detente; the Reagan years and the impact of Gorbachev; the East European Revolutions; and the end of the Cold War.

Credit 3 units. A&S: TH FA: SSP

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**L22 History 3711. The History of Popular Culture in the United States**

Same as AMCS 3711

Credit 3 units. A&S: TH BU: BA

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**L22 History 3712. Art & Culture in America's Gilded Age**

Same as Art-Arch 3712

Credit 3 units. A&S: TH BU: BA FA: AH

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**L22 History 372C. Law in American Life: 1776 to the Present**

At the founding of the American republic, new conceptions of human rights clashed with new forms of property rights created by commerce and industry. How have some Americans tried to use law to achieve "equal justice under law"-or, what is not always the same thing-"liberty" to advance their goals? How have "the people" called on the law to create and maintain order in their communities and at whose expense? What has been the relationship between legal change and advancements in science, technology, and medicine? Viewing law as the contested terrain of justice, cultural construction, social necessity, and self-interest, this course pays close attention to the way Americans have used, abused, or evaded law throughout their national history.

Credit 3 units. A&S: TH, SD BU: ETH, IS FA: SSP

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**L22 History 373. History of United States Foreign Relations to 1914**

This course explores the major diplomatic, political, legal, and economic issues shaping U.S. foreign relations from the colonial era up to 1914.

Credit 3 units. A&S: TH BU: HUM, IS FA: SSP

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**L22 History 374. History of United States Foreign Relations: 1914-1950**

Impact of world conflict, revolution, and domestic political-economic developments on the global expansion of American interests, ideology, and power from the Great War to the eve of the Korean struggle.

Credit 3 units. A&S: TH FA: SSP

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**L22 History 3741. History of United States: Foreign Relations Since 1950**

This course explores the major diplomatic, political, legal, and economic issues shaping U.S. foreign relations in the 20th century, with a focus on the role of the U.S. in the world in the post-WWII era, as well as the way international relations have shaped U.S. domestic politics.

Credit 3 units. A&S: TH BU: HUM, IS FA: SSP

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**L22 History 3750. African American Women in the 19th and 20th Centuries**

Same as WGSS 3754

Credit 3 units. A&S: TH, SD BU: BA

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**L22 History 3751. U.S. Women Since 1945**

Through a combination of lectures and discussion, we identify and analyze important themes in the history of American women since 1945. Topics include: domesticity and the culture of the 1950s; gendering the cold war; women and racial politics; the social movements of the 1960s; the "sexual revolution"; second-wave feminism; the new right's gender politics; and women, work, and poverty at the century's end. A central presumption of the class is that one cannot understand the recent history of the U.S. without understanding the histories of women and gender during this period.

Credit 3 units. A&S: TH, SD FA: SSP

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**L22 History 3752. Women in American History**

This course provides an introduction to the major themes in U.S. women's history from the period of colonial exploration and conquest to the present. In this course we learn about the terms, questions, and methods used by women's historians, and we use both primary and secondary sources to explore the diversity of women's experiences as they have been shaped by such factors as region, ethnicity, class, race, sexuality, and politics, as well as ways in which women have acted as agents in shaping their own lives.

Credit 3 units. A&S: TH, SD BU: BA FA: SSP

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**L22 History 3776. Sexuality, Courtship, and Marriage in U.S. History**

Same as WGSS 3776

Credit 3 units. A&S: TH, SD

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**L22 History 3789. Building St. Louis Oral History, 1945-Present**

This course aims to provide a national and local understanding of how Americans and St. Louisans dealt with the problems of racism, poverty, and sexism from 1945 to the present. While history courses traditionally require that students analyze the credibility and subjectivity of each historical source, this course

further challenges students to use the methods of oral history to compare evidence from oral historical memory with written texts. By comparing St. Louis history with that of the rest of the nation, students analyze regional differences and understand the unique historical conditions that shaped this city.

Credit 4 units. A&S: TH

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**L22 History 3802. The Supreme Court in American Life, 1789-2006**

From *Marbury vs. Madison* in the early 19th century to *Dred Scott vs. Sanford* on the eve of the Civil War and, more recently, *Roe vs. Wade* or *Bush vs. Gore*, the Supreme Court—its composition, its rulings, and their legitimacy—has provoked intense, widespread legal, political, even ethical debate. This course is an historical survey of the Supreme Court's history and of the Court's broader resonance in American life and society, from the court's first session in 1789 to the present.

Credit 3 units. A&S: TH

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**L22 History 3812. Sufism: Mystics in Islam**

This course is designed as a social and intellectual history of Sufism in all its major aspects. The course begins with a survey of Sufism's formative period from the 9th to the 12th centuries CE, examining the emergence of key Sufi doctrines and practices as well as the formation of the first Sufi communities around accomplished masters. Then, the course traces the rise to social prominence of the Sufi mode of piety during and after the 12th century in the form of Sufi orders as well as the reaction of nonconformist Sufis to such increasing social success.

Credit 3 units. A&S: TH, CD

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**L22 History 382C. The American School**

Same as Educ 301C

Credit 3 units. A&S: TH, SD BU: BA, ETH, HUM FA: SSP

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**L22 History 385. Topics in American History**

See Course Listings for current topics.

Credit 3 units. A&S: TH BU: ETH FA: SSP

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**L22 History 3853. History of Electronic Media**

Same as Film 350

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

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**L22 History 3878. Britain and its Empire from 1688 to 1870**

This course is an introduction to the history and culture of modern Britain and Ireland. We see how this damp archipelago off the northwestern coast of Europe extended its reach across the seas and throughout the world. The expansion of English power throughout the British Isles—and of British power throughout the world—was made possible by a combination of political stability,

unifying nationalism, and economic might, and we trace these developments from the assertion of Parliamentary supremacy in 1688 to the apex of Victorian civilization in 1870.

Credit 3 units. A&S: TH BU: IS

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**L22 History 3879. Britain and its Empire Since 1870**

The United Kingdom of Great Britain and Ireland entered the 20th century as an economic and political superpower; after enduring civil war, two world wars, de-industrialization, and the loss of its empire, however, it ended the century on very different terms. This course examines, explains, and attempts to characterize this process, focusing upon two seemingly contradictory themes: (1) the tendency of historians, politicians, and other analysts to read this period as an age of national decline, and (2) the improvements to the lives of the vast majority of Britons.

Credit 3 units. A&S: TH BU: IS

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**L22 History 387C. Upon These Shores: African-American History, 1500-1864**

An overview of African-American history, culture, and traditions from precolonial Africa through the end of the Civil War. Recurring themes in the history of blacks in North America are explored: origins and evolution of scholarship and methodologies; significance of the diaspora; slavery; religious ethos; the search for community; the impact of gender on identity and philosophy; black resistance to slavery; emancipation; and political empowerment.

Credit 3 units. A&S: TH, SD BU: HUM FA: SSP

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**L22 History 3880. Terror and Violence in the Black Atlantic**

From the period of bondage through the 21st century, terror and racialized violence have consistently been used as a form of social control. This course is constructed to explore the historical foundations of extreme threats of violence inflicted among populations of African descent. The fabric of American culture has given birth to its own unique brand of terrorism waged against black people, 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 such as England as well as islands within the Caribbean. 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.

Credit 3 units. A&S: TH, SD BU: BA

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**L22 History 388C. For Freedom's Sake: African American History Since Emancipation**

This course surveys African-American history from Reconstruction to the present. The 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. While paying attention



to the progress that African Americans have attained in reaching their aspirations in various political, economic, and cultural arenas, this course also analyzes new forms of racism, labor exploitation, and disenfranchisement that African Americans face in the 21st century. Key developments include Reconstruction, Jim Crow, the Great Migration, the World Wars, the Civil Rights Movement, and the "War on Drugs."

Credit 3 units. A&S: TH, SD FA: SSP

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**L22 History 3891. East Asia Since 1945: From Empire to Cold War**

This course examines the historical forces behind the transformation of East Asia from war-torn territory under Japanese military and colonial control into distinct nations ordered by Cold War politics. We begin with the 1945 dismantling of the Japanese empire and continue with the emergence of the People's Republic of China, the Republic of China (Taiwan), the two Koreas, and Vietnam, all of which resulted from major conflicts in post-war Asia. We conclude with a look at East Asia in the post-Cold War era.

Credit 3 units. A&S: TH, CD

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**L22 History 38A8. Women, Men, & Gender in Africa: Writing Intensive Seminar**

This seminar explores the ways in which gender relations have been produced, reproduced, and transformed through the everyday actions of women and men in Africa. The focus is both on agency and on structures of power, as we move from a consideration of gender relations during the 19th century jihads in West Africa to problems of love, sexuality, and marriage in contemporary South Africa.

Credit 3 units. A&S: TH, CD, WI BU: BA

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**L22 History 38C8. Religion and Politics in South Asia: Writing Intensive Seminar**

The relationship between religion, community, and nation is a topic of central concern and contestation in the study of South Asian history. This course 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 post-colonial periods.

Credit 3 units. A&S: TH, CD, WI

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**L22 History 38M8. The Making of the Modern American Landscape-Writing Intensive Seminar**

This writing-intensive seminar explores environmental change in relation to human actions in the United States. It provides a vision of American history from the perspective of the land itself. It traces transformations in the organization and uses of landed property from the 18th century surveys of western lands through the expansion of slavery and the cotton kingdom; the construction of irriga-

tion systems in the west; the emergence of new technologies of production and communication in 19th century cities to the mass production of suburban housing; and finally to the rise of Disneyland and Las Vegas.

Credit 3 units. A&S: TH, WI

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**L22 History 38R8. The Russian Revolution: Writing Intensive Seminar**

The "Ten Days that Shook the World" divided Russian, European, and American society from 1917 until the dissolution of the U.S.S.R. in 1991. This seminar examines major interpretations of the Russian Revolution through readings and a series of written exercises including a formal book review, a comparative essay, and an analytical research paper.

Credit 3 units. A&S: TH, WI BU: IS

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**L22 History 3920. South Asian Traditions in Practice: Ritual, Spectacle, Self**

Same as Re St 392

Credit 3 units. A&S: TH, CD BU: ETH

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**L22 History 393. Medieval Christianity**

Same as Re St 393

Credit 3 units. A&S: TH BU: BA

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**L22 History 394C. African Civilization to 1800**

Same as AFAS 321C

Credit 3 units. A&S: TH, CD BU: HUM, IS FA: SSP

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**L22 History 395C. African Civilization: 1800 to the Present**

Same as AFAS 322C

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

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**L22 History 3960. Women and Social Class**

Same as WGSS 396

Credit 3 units. A&S: TH, SD BU: BA

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**L22 History 399. Senior Honors Thesis & Colloquium: Writing Intensive Seminar**

Prerequisites: satisfactory standing as a candidate for Senior Honors and permission of thesis director.

Credit variable, maximum 4 units. A&S: TH, WI FA: SSP

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**L22 History 39F8. Gender & Sexuality in 1950s America: Writing Intensive Seminar**

Historians have recently begun to reconsider the dominant view of the 1950s as an era characterized by complacency and conformity. In this writing-intensive seminar we use the prism of gender history to gain a more complex understanding of the intricate relationship between conformity and crisis, domesticity and dissent that characterized the 1950s for both women and men.



Credit 3 units. A&S: TH, SD, WI BU: BA

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**L22 History 39H8. Internal Empire: The Unification of Britain: Writing Intensive Seminar**

The establishment and the costs of English hegemony over the British Isles. Political and cultural aggression, religious conflict, and social and economic development all contributed to identity formation, whether in the triumphant metropolitan core or in the embittered Celtic periphery. Students cannot receive credit for both History 3511 and 39H8.

Credit 3 units. A&S: TH, WI

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**L22 History 39J8. Mapping the Early Modern World: Writing Intensive Seminar**

Societies use maps not just to see the world, but also to assign meaning and order to space: both nearby spaces and spaces on the other side of the world. In this writing-intensive seminar, we study how maps were created, circulated, and interpreted between the 16th and 18th century, when Europeans came into contact with new regions throughout the world and reshaped their own backyards through the rise of the modern state and the development of national identity.

Credit 3 units. A&S: TH, WI

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**L22 History 39K8. The Many Enigmas of Thomas Jefferson: Writing Intensive Seminar**

Who was Thomas Jefferson, and why has his reputation undergone so many changes? Why has this hero of abolitionists and a man hated by slaveholders become a figure condemned today for being a slaveholder with an African-American mistress? How did an apostle of small government and states' rights become the patron saint of the New Deal and the Democratic Party, and then an inspiration for anarchists? Why have examinations of his public "greatness" and study of his ideas shifted to scrutiny and criticism of his private lapses?

Credit 3 units. A&S: TH, WI

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**L22 History 39S8. Rivers: A Comparative Approach to Chinese and World History: Writing Intensive Seminar**

This course uses rivers as geographical frames of reference to address a variety of issues, including physical and social mobility, agriculture and commerce, the state, environmental history, and construction of cultural meanings. Each week begins with a focus on the West River, which flows through two provinces in southern China. Readings on the West River are matched with readings that address similar topics but focus on other important rivers in the world. The temporal focus is approximately 1500-1900, a period that witnessed the zenith of rivers as modes of transportation and commerce.

Credit 3 units. A&S: TH, WI

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**L22 History 39T8. Sufism: Mystics in Islamic History: Writing Intensive Seminar**

This course is designed as a social and intellectual history of Sufism in all its major aspects. The course begins with a survey of Sufism's formative period from the 9th to the 12th centuries ce, examining the emergence of key doctrines and practices as well as the formation of the first Sufi communities around accomplished masters. Then, the course traces the rise to social prominence of the Sufi mode of piety during and after the 12th century.

Credit 3 units. A&S: TH, CD, WI BU: HUM

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**L22 History 39X9. To Russia and Return: Travel, Literature, and History: Writing Intensive Seminar**

For 300 years, scholars have relied upon the accounts of eye-witness travelers to make Russia less mysterious. One famous traveler was responsible for the idea of despotic tsars, others deemed the Muscovy "rude and barbarous," while still another shaped the end of Russian serfdom. This course introduces students to the full sweep of modern Russian history through readings in selected travelers and scholarship based on them. Prior course work on Russia is not required.

Credit 3 units. A&S: TH, WI

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**L22 History 4000. IPH Thesis Prospectus Workshop**

Same as Hum 401

Credit variable, maximum 3 units. A&S: TH

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**L22 History 4001. Directed Field Work in Historical & Archival Professions**

A field work project under the direction of a member of the Department of History. Normally planned and undertaken in conjunction with an established museum or archival program.

Credit 4 units. A&S: TH FA: SSP

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**L22 History 4002. Directed Field Work in Historical & Archival Professions**

A field work project under the direction of a member of the Department of History. Normally planned and undertaken in conjunction with an established museum or archival program.

Credit 4 units. A&S: TH FA: SSP

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**L22 History 4020. Jerusalem, The Holy City**

Same as JNE 4020

Credit 5 units. A&S: TH, CD, SD

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**L22 History 4030. Topics in East Asian Religions: Revisioning Japanese Religions**

Same as Re St 403

Credit 3 units. A&S: TH, CD

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**L22 History 4033. Race, Sex and Sexuality: Concepts of Identity**

Same as WGSS 403

Credit 3 units. A&S: SS, SD BU: BA FA: SSP

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**L22 History 4040. Convivencia or Reconquista? Muslims, Jews, and Christians in Medieval Iberia**

Same as JNE 4060

Credit 3 units. A&S: TH, CD

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**L22 History 4042. Competing Ideologies and Nationalisms in the Arab-Israeli Arena**

Same as JNE 4042

Credit 3 units. A&S: SS BU: IS

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**L22 History 4044. The Politics of Secularism**

Same as Anthro 4044

Credit 3 units. A&S: SS

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**L22 History 4051. Diaspora in Jewish and Islamic Experience**

Same as JNE 405

Credit 4 units. A&S: TH

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**L22 History 4112. Topics in Christianity: Women and Religion in Medieval Europe**

Same as Re St 411

Credit 3 units. A&S: TH

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**L22 History 4154. Postcolonial South Asia: Nations, Cultures, and Identities in Transnational Perspective**

Focusing on the years after independence from British colonialism, this course explores the transnational and diasporic histories of South Asia. We investigate an array of literary, visual, and historical sources on the politics and society of Bangladesh, Pakistan, Sri Lanka, and India. The course is reading-intensive; advanced undergraduates and graduate students are welcome.

Credit 3 units. A&S: TH, SD

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**L22 History 417. Topics in African History: Middle Passages - African Americans and South Africa**

Same as AFAS 417

Credit 3 units. A&S: TH, CD BU: BA

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**L22 History 4210. Christians and Muslims in the Mediterranean World, 1100-1650**

The medieval and early modern Mediterranean was the crossroads of empire, trade, learning, and faith. This course examines how the diverse countries in this region handled questions of religious difference, cultural encounter, and political and economic rivalry from the Crusades to the flourishing of the Ottoman Empire and the 17th century revolutions in politics and knowledge. Topics

covered include: religious disputes and dialogue; the treatment of religious minorities; diplomacy and war; trade; slavery; and cultural influences.

Credit 4 units. A&S: TH

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**L22 History 4214. A Tale of Two Cities: The Growth and Structure of Chicago and St. Louis**

Same as AMCS 4210

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

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**L22 History 4222. Special Topics in History: Keble College, Oxford**

Credit variable, maximum 10 units. FA: SSP

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**L22 History 4274. Palestine, Israel, and the Arab-Israeli Conflict**

This course examines the history of the Arab-Israeli conflict from the mid-19th century to the present. Topics include: Palestine in the late Ottoman period; the development of modern Zionism; British colonialism and the establishment of the Palestine Mandate; Arab-Jewish relations during the Mandate; the growth of Palestinian nationalism and resistance; the establishment of the state of Israel and the dispersion of the Palestinians in 1948; the Arab-Israeli wars; both Palestinian uprisings; and the peace process.

Credit 3 units. A&S: TH

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**L22 History 4280. History of Urban Schooling in the U.S.**

Same as Educ 4280

Credit 3 units. A&S: TH

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**L22 History 4288. Higher Education in American Culture**

Same as Educ 4288

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L22 History 4322. The Later Roman Empire: From Constantine to Justinian**

Same as Classics 442

Credit 3 units. A&S: TH

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**L22 History 442. European Intellectual History, 1789-1890**

The development of modern rationalist individualism out of the French and Industrial Revolutions, its extension in Romanticism and Hegelian thought, and the reactions of modern ideologies (liberalism, conservatism, nationalism, and socialism); Romantic individuality; the conflicted responses to industrialization and modernity; liberal culture; Marxism; the aesthetic reaction; Nietzsche.

Credit variable, maximum 4 units. A&S: TH BU: IS FA: SSP

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**L22 History 4422. History, Memory and Collective Identities**

Do social groups have a "memory?" What do we mean when we talk about "history and memory?" How is the past "remembered" in social settings, and what role do these remembrances play in the construction and transmission of identity? Students read from cognitive psychology, history, social thought, autobiography, and fiction texts.

Credit 3 units. A&S: TH FA: SSP

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**L22 History 4425. European Cultures: Victorian England to Weimar Germany**

This course explores important scenes of European cultural life in the 19th and early 20th centuries. We begin by examining the seemingly contradictory culture of Victorian England, which was characterized by optimism about moral and technological progress on the one hand, and a sense of apprehension about the psychological and social effects of modern industrial life on the other. We end the course with a study of culture and ideas in Weimar Germany, the short-lived republic founded at the end of World War I and destroyed by the Nazis in 1933. In between, we study two urban centers of European culture around 1900, Paris and Vienna, whose writers, poets, and playwrights together made up much of what we think of as Modernism.

Credit 3 units. A&S: TH

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**L22 History 443. European Intellectual History: 1890-1930**

This course explores the crises in individualist and nationalist thought and culture in the years before and after World War I. Topics include: the emergence of irrationality in political and social thought; the rise of psychoanalysis; the birth of modernism in painting, music, and literature; relativism in philosophy and the social sciences; the crisis of World War I; the beginnings of fascist and Nazi ideology; and the emergence of existentialism.

Credit variable, maximum 4 units. A&S: TH FA: SSP

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**L22 History 444. European Intellectual History: 1930-2000**

This course is an exploration of European thought and culture from the intellectual and artistic response to Nazism in the 1930s to the postmodernism of the present. Topics include: art and political commitment before and after World War II; existentialism in France; the intellectual responses to the Cold War, such as the theory of totalitarianism; the "Critical Theory" of the Frankfurt School and the rise of Marxist humanism; the student movements of 1968; the critique of technological society; structuralism and poststructuralism; contemporary feminist theory; and postmodernism.

Credit variable, maximum 4 units. A&S: TH FA: SSP

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**L22 History 4442. The Jewish Experience in Eastern Europe**

A study of Jewish culture, society, and politics in Poland-Lithuania, Hungary, the Czech lands, Russia, Romania, and the Ukraine, from the 16th century through the 20th century. Among the topics covered are: economic, social, and political relations in Poland-Lithuania; varieties of Jewish religious culture; Russian and Habsburg imperial policies toward the Jews; nationality struggles and anti-Semitism; Jewish national and revolutionary responses; Jewish experience in war and revolution; the mass destruction of East European Jewish life; and the transition from Cold War to democratic revolution.

Credit 3 units. A&S: TH, CD FA: SSP

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**L22 History 4446. European Social History: 1750-1930**

This course examines both the old social history (which focused on social classes and "the social question") and the newer social history of the Annales School (which stresses the social conditions of everyday life). Most of the semester is spent surveying selected topics of the new social history, such as demography, marriage and the family, sexuality and reproduction, diet and cuisine, drink and drugs, disease and public health, and topics in material culture such as housing.

Credit 3 units. A&S: TH

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**L22 History 444A. Europe Under the Old Regime, 1660-1789**

Despite the static obsolescence implied by the term, the Old Regime was a dynamic period during which European men and women gradually but fundamentally altered how they related to power, to knowledge, and to each other. This course explores the major sociopolitical and intellectual developments of the period through primary sources and historical literature. Our main geographical focus is France, with occasional forays into the Dutch, British, and German cases. Our main cultural focus is on the Enlightenment, with an eye to the diversity of ideas and beliefs that were advocated both for and against it.

Credit 3 units. A&S: TH

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**L22 History 4480. Russian Intellectual History**

This seminar-style discussion and research course examines major currents in Russian intellectual life from the age of Peter the Great to the revolutions of 1905. Its primary focus is on Russians' perception of themselves as a part of Western Civilization. Authors include: the Ukrainian humanists; the so-called Russian Enlightenment; romantic nationalists; Slavophiles and Westernizers; the literature of the Golden Age; nihilists; and the early Marxists. Students enrolling in the course should attempt to acquire a copy of (out of print) Marc Raeff, ed., "Russian Intellectual History: an Anthology."

Credit 3 units. A&S: TH BU: IS

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**L22 History 4481. Race Politics in 19th- and 20th-Century America**

Same as AFAS 448

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L22 History 448C. Russian History to the 18th Century**

Medieval Russian history is in turmoil: Ukrainians charge the Russians with stealing their history; new perspectives from world history have fundamentally altered our understanding of the Viking age, and of Russia's infamous Tatar Yoke; Ivan the Terrible has lost his demonic appearance, and the hapless Romanovs before Peter the Great are now praised as the most successful of all early-modern monarchs. Topics include: Kievan politics, society and religion; the Mongol world; the rise of Moscow; consolidation and empire; religious crisis; and the dramatic first contacts with the West.

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L22 History 449C. Imperial Russia**

The Russian tsars, from Peter the Great to Nicholas II, built the empire that became the Soviet Union. Now that the U.S.S.R. is gone, historians focus not only on the governance of the Russians, but also on the fate of scores of nationalities ruled by them. This course also explores the changing reputation of Russia's rulers, especially the women rulers of the 18th century; the rise of an intelligentsia committed to radical reform; the fate of millions of serfs, and the government's efforts to steer a path between Muscovite traditions and a dynamic West.

Credit 3 units. A&S: TH FA: SSP

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**L22 History 450B. Topics in the History of Eugenics**

Same as Biol 450W

Credit 3 units. A&S: NS, WI

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**L22 History 4510. French Art and Politics in the Belle Epoque, 1870-1914**

Same as Hum 450

Credit 3 units. A&S: TH, WI

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**L22 History 4675. Beyond the Harem: Women, Gender, and Revolution**

This course examines the history and current situations of women in Middle Eastern societies. The first half of the course is devoted to studying historical changes in factors structuring women's status and their sociopolitical roles. The second half of the course focuses 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. Evaluation of students encourages their participation, analytical engagement, and improvement throughout the term.

Credit 3 units. A&S: TH, CD, SD BU: BA

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**L22 History 4689. American Intellectual History to 1865**

This course presents an overview of American intellectual history from the early 17th century and the founding of the first English settlements in North America to the mid-19th century and the American Civil War. We investigate how different thinkers responded to and helped shape key events and processes in colonial and early American history, concentrating in particular on developments in religious, political, social, scientific, and educational thought. We cover major topics such as: Puritanism; the Enlightenment; Evangelicalism; Romanticism; and the inner Civil War. We address concepts central to the formation of the nation's identity including those of the covenant; republicanism; citizenship; equality; freedom; liberty; natural law; transcendentalism; order; reason; progress; and democracy.

Credit 3 units. A&S: TH

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**L22 History 469. American Intellectual History Since 1865**

This course provides an overview of major trends and figures in the history of American intellectuals from the end of the Civil War to the present. Topics covered include: pragmatism; the emergence of professional social science; differing reactions to the growth of a corporate-dominated mass production and mass consumption society; intellectuals' involvement with radical and reform movements from progressivism to the New Left; the efforts of intellectuals to theorize ethnic and racial diversity and discrimination; reactions to mass culture; and postmodernism.

Credit 3 units. A&S: TH

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**L22 History 4735. Modeling the Second World War**

Models and simulations of trends, events, institutions, and processes are useful tools for historians and social scientists. They can illustrate complex interactions between individuals and groups, map broad political and social trends, and possibly predict the outcome of specific events. Students in this research seminar choose an aspect of the geographic, political, diplomatic, military, economic, or social history of World War II to research and model through computer simulation, multimedia presentations, or a role-play exercise. These models and simulations are based on primary sources from the period.

Credit 3 units. A&S: TH

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**L22 History 4742. Americans and Their Presidents**

Same as AMCS 474

Credit 3 units. A&S: TH

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**L22 History 4743. Imagining the West**

Same as Art-Arch 4743

Credit 3 units. A&S: TH FA: AH

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**L22 History 4745. Topics in Religious Studies: Monasticism: The Cloister and the World**

Same as Re St 474

Credit 3 units. A&S: TH FA: Lit

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**L22 History 4750. The City in American Arts and Popular Culture, 1910-1940**

Same as Art-Arch 475

Credit 3 units. A&S: TH FA: AH

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**L22 History 4751. Intellectual History of Feminism**

Same as WGSS 475

Credit 3 units. A&S: TH FA: Lit

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**L22 History 4752. American Culture: Traditions, Methods and Visions**

Same as AMCS 475

Credit 3 units. A&S: TH, WI BU: BA

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**L22 History 481. History of Education in the United States**

Same as Educ 481

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L22 History 4820. Reading America: Henry Adams and the Study of American Culture**

Same as AMCS 482

Credit 3 units. A&S: TH

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**L22 History 4821. Theory and Methods in Literature and History**

Same as Hum 405

Credit 3 units. A&S: TH

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**L22 History 4833. Topics in African History**

See Course Listings for current topics.

Credit 3 units. A&S: TH

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**L22 History 4840. Anti-Slavery in the Courtroom: Using Historical Info Technology to Understand Slavery & Its Enemies**

Same as AMCS 484

Credit 4 units. A&S: TH

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**L22 History 4841. Core Seminar in East Asian Studies: East Asia in Scholarly Literature**

Same as East Asia 484

Credit 3 units. A&S: TH, CD FA: SSP

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**L22 History 4842. The Japanese Empire in Asia, 1874-1945**

This course examines the expansion of the Japanese Empire in Asia from 1874 to 1945, focusing on Japan's acquisition of neighboring territory and the subsequent building of colonies in Taiwan, Korea, and Manchuria. The course explores the concepts of imperialism and colonialism, how they functioned in East Asia, and how they intersect with other major developments in Asia, including ideas of civilization and race, the formation of the nation, and the growth of capitalism.

Credit 3 units. A&S: TH, CD

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**L22 History 4844. Women and Confucian Culture**

This course explores the lives of women in East Asia during a period when both local elites and central states sought to Confucianize society. The course focuses on Ming (1368-1644) and Qing (1644-1911) China, but also examines these issues in two other early-modern East Asian societies: Yi/Choson (1392-1910) Korea and Tokugawa (1600-1868) Japan. Course readings are designed to expose students both to a variety of theoretical approaches and to a wide range of topics, including: women's property rights; the medical construction of gender; technology, power, and gender; and state regulations on sexuality.

Credit 3 units. A&S: TH

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**L22 History 4872. Colonial Cities and the Making of Modernity**

Massive urban growth has been a central result of the incorporation of many areas—both central and peripheral—into the global economy in the 19th and 20th centuries. Scholars have long theorized urbanization as a key component of modernity, but they have usually done so by looking at urbanization and modernization from the perspective of the West. This course investigates the character of cities in the colony and then uses these empirical and analytical entry points to examine critically some theories of modernity. The geographical focus of the course is primarily on cities in the Middle East, North Africa, and South Asia.

Credit 3 units. A&S: TH, CD FA: SSP

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**L22 History 4890. Advanced Seminar: Latin America and the United States in the 20th Century**

Social, economic, and political relations between Latin America and the United States in the 20th century. Emphasis on internal developments that help to explain international interaction. Topics include: United States expansionism; Latin-American nationalism; the Good Neighbor Policy; revolution in Mexico and Cuba; intervention in Central America; and issues involving drugs and free trade.

Credit 4 units. A&S: TH FA: SSP

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**L22 History 4894. Advanced Seminar: The U.S. in Vietnam: Origins, Developments, and Consequences**

This course focuses on America's involvement in Vietnam from the era of French colonialism through the collapse of U.S. intervention. Special attention to political, military, economic, and cultural aspects, as well as to international relationships, and the significance of the experience and subsequent developments upon both American and Vietnamese societies.

Credit 4 units. A&S: TH FA: SSP

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**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 100 years.

Credit 4 units. A&S: TH FA: SSP

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**L22 History 4907. Advanced Seminar: Women and Social Movements in the United States**

In this course we examine U.S. women's participation in diverse movements during the 19th and 20th centuries, ranging from suffrage and feminism, to the labor movement, civil rights activism, and conservative and queer movements. Among our questions: How does the social position of different groups of women shape their participation in social movements? Why are certain social movements successful, and how do we define success? What does looking at women's experience in particular tell us about social movements in general?

Credit 4 units. A&S: TH, SD FA: SSP

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**L22 History 4914. Advanced Seminar: Japan in World War II--History and Memory**

This course examines the history of World War II in Asia and how it has been remembered in the post-war 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 post-war 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 4 units. A&S: TH FA: SSP

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**L22 History 4918. Advanced Seminar: Sexuality in America**

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 4 units. A&S: TH FA: SSP

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**L22 History 4920. Advanced Seminar: American Education**

Same as Educ 440

Credit 3 units. A&S: TH, SD FA: SSP

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**L22 History 4946. Advanced Seminar: "The Federalist" and Its Critics**

The texts and contexts of the political debates surrounding the writing and ratification of the United States Constitution, concentrating on the 85 "Federalist" essays composed by Alexander Hamilton, James Madison, and John Jay under the collective pseudonym of "Publius." Written after the Philadelphia Constitutional Convention in 1787 for the purpose of urging ratification in New York, The Federalist papers demonstrate the power (and limits) of ideas and provide an ideal subject for the historical study of a text in context. For that reason, this course studies the interaction of political philosophy and the practical realities of politics.

Credit 4 units. A&S: TH FA: SSP

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**L22 History 4952. Advanced Seminar: Modern British History**

The seminar is devoted to the consideration of new interpretations of such questions as political reform, the industrial revolution, the status of women, and imperialism in 19th-century Britain.

Credit 4 units. A&S: TH

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**L22 History 4961. Advanced Seminar: Self-Interest and Self-Development in the Liberal Tradition**

Since the French Revolution, the European liberal tradition has tried to reconcile two different ideas about what the individual wants and needs and about the forms of society and government necessary to achieve them. One is the idea that the individual is importantly motivated by material self-interest. It gave rise to the idea of a liberalism based on individual rights to life, liberty and property, which saw the government as existing primarily to protect those rights. The other is the idea that individuals want and need the fullest possible development of all the faculties that make up their unique individuality. It demands that society and government create the conditions necessary for the flourishing of the whole personality.

Credit 4 units. A&S: TH FA: SSP

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**L22 History 4963. Advanced Seminar: Encounter and Empire: European Colonialism, 1500-1800**

This seminar examines the first age of European world empires, from the Spanish and Portuguese explorations and conquests in the Americas, Africa, and Asia, to the rise of the Dutch and English merchant empires, to the 18th-century exploration of the Pacific and revolutions in the Atlantic World. We use primary



sources to examine ideas about cultural diversity, colonial society, and the natural world, while, through secondary sources, we examine themes of cultural transfer, economic development, political contestation and control, and scientific discovery.

Credit 4 units. A&S: TH

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**L22 History 4965. Advanced Seminar: Magic, Heresy, and Witchcraft in the Middle Ages, 350-1550**

This course concerns itself with addressing and familiarizing students with some of the major issues, debates, problems, themes, and methods, adopted and adapted by historians of the Middle Ages.

Credit 4 units. A&S: TH

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**L22 History 4967. Advanced Seminar: Migration and Travel in China, 1500-1900**

Despite the growing importance of native-place identities during the late Imperial era, China had an increasingly mobile population. This course examines the movement of people in China approximately from 1500 to 1900, including voluntary and forced migration; travel associated with trade; travel for civil service examinations and official postings; exile; urban sojourning; religious pilgrimages; and touring. In addition, this course focuses on relations between locals and sojourners or migrants, as well as the perceived dangers that geographical mobility posed for the state and the social order.

Credit 4 units. A&S: TH

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**L22 History 4970. Advanced Seminar: Early Medieval History, Italy & France in the Early Middle Ages**

The topic of this seminar is the kingdoms formed as successor states to the Western Roman empire by the Gothic, Frankish, and Lombard peoples in the territories of modern France and Italy. The course compares the varied models used in these kingdoms for the accommodation of Roman and Germanic cultures.

Credit 4 units. A&S: TH FA: SSP

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**L22 History 4971. Advanced Seminar: Selected Topics in Anglo-American Legal History**

A research and writing seminar on a specific topic chosen by the student. The course introduces students to the scholarship on the history of law and examines certain key cases or questions as examples of the field and its potential.

Credit 4 units. A&S: TH FA: SSP

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**L22 History 4974. Advanced Seminar: Gender, Property and Law in American Society**

This course aims to explore the intersections of gender relations, work, and property in law, custom, and culture from the colonial period to the late 20th century. We read a wide range of articles

and books, all of which in some way address the relationships among gender ideologies, social practices, and property relations in American society.

Credit 4 units. A&S: TH FA: SSP

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**L22 History 4976. Advanced Seminar: The American Trauma: Representing the Civil War in Art, Literature and Politics**

This seminar is an interdisciplinary examination of how Americans represented the Civil War during and after the titanic conflict, with special attention given to the period between 1865 and 1915. The course explores how painters, novelists, photographers, sculptors, essayists, journalists, philosophers, historians, and filmmakers engaged the problems of constructing narrative and reconstructing national and individual identity out of the physical and psychological wreckage of a war that demanded horrific sacrifice and the destruction of an enemy that could not be readily dissociated from the self.

Credit 4 units. A&S: TH

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**L22 History 4977. Advanced Seminar: A Long Road to Uhuru and Nation: The Social History of Modern Kenya**

This seminar challenges the popular Western view that the African continent is a single place and that Africans are homogenous or inherently tribal. Focusing on the lived experiences of imperial rule, the struggle for independence, and the process of nation building, it explores the development of an African country. The seminar focuses on how common men, women, and adolescents wrestled with the problem of turning a colony into the modern Kenyan nation. Admission to the seminar requires permission of the instructor and at least one previous upper-level course in African history.

Credit 4 units. A&S: TH, CD

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**L22 History 4979. Advanced Seminar: Gender, Race and Class in South Africa, 1880-Present**

By focusing on the complex historical dynamics of race, gender, and class in South Africa over the past 120 years, this course is aimed at understanding the development of segregation, apartheid, and racial capitalism, as well as the emergence of multiple forms of resistance to counter white minority rule. Topics include: white settler expansion and the defeat of the African peasantry; the rise of mining capital and the emergence of a racially divided working class; the origins of African and Afrikaner nationalisms; migrant labor and the subordination of African women; and the prospects for a nonracial, nonsexist democracy in a unified South Africa.

Credit 4 units. A&S: TH, SD

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**L22 History 4981. Advanced Seminar: 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 your choice.

Credit 4 units. A&S: TH

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**L22 History 4982. Advanced Seminar: Women and Confucian Culture in Early Modern East Asia**

This course explores the lives of women in East Asia during a period when both local elites and central states sought to Confucianize society. We focus on Ming (1368-1644) and Qing (1644-1911) China, but also examine these issues in two other early-modern East Asian societies: Yi/Choson (1329-1910) Korea and Tokugawa (1600-1868) Japan.

Credit 4 units. A&S: TH

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**L22 History 4983. Advanced Seminar: Renaissance Florence and Venice**

Venice was the most famously stable city-state in Renaissance Italy, Florence the most notoriously unstable one. This course explores how those contrasting political environments and experiences shaped social relations and cultural production (and vice versa) in those two cities.

Credit 4 units. A&S: TH

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**L22 History 4984. Advanced Seminar: The Problem of Freedom: The Age of Democratic Revolution in the Americas**

Ever since the improbable alliance of the English pirate and slave trader Sir Francis Drake and the fugitive slave Cimarrons on the Atlantic coast of Panama many centuries ago, the history of freedom in the New World has unfolded in unlikely fits and starts. The course explores two related conjectures: first, that maroon politics (the often short-lived alliances between slaves, quasi-free blacks, and white allies), slave rebellion, provincial secession and civil war were the widespread and normative conditions of 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 is given to antislavery insurgencies, interracial politics, and alliances in the United States and the perspectives on freedom they produced, but the readings also include materials on debates over freedom in the Caribbean and South America over the course of the long age of democratic revolution, 1760-1888.

Credit 4 units. A&S: TH, SD

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**L22 History 4987. Advanced Seminar: Antislavery - The Legal Assault on Slavery in St. Louis**

This seminar begins with a survey of the legal and constitutional arguments made against slavery in English and American courts since the 1600s, and examines the culture and tactics of anti-slavery as it emerged in antebellum America, as well as the meaning of the Dred Scott decision. Students research a particular freedom suit from the online manuscript court records of the St. Louis Circuit Court.

Credit 4 units. A&S: TH, SD

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**L22 History 4988. Advanced Seminar: The French Revolution**

This course functions as both an advanced readings seminar and as a research paper colloquium. As a readings seminar, students cover major scholarly debates on different aspects of the French Revolution. Other topics for the seminar include such issues as: the revolution and women; the reign of terror; and the Vendean civil war. As a research colloquium, each student undertakes research on an important aspect of the revolution and presents a paper to the seminar.

Credit 4 units. A&S: TH

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**L22 History 4990. Advanced Seminar: History of the Body**

Do bodies have a history? Recent research suggests that they do. Historians have tapped a wide variety of sources-including vital statistics, paintings and photographs, hospital records, and sex manuals-to reconstruct changes in how humans have conceptualized and experienced their own bodies. We pay particular attention to the intersection of European cultural history and history of medicine since 1500.

Credit 4 units. A&S: TH, SD

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**L22 History 4992. Advanced Seminar: Foucault, Habermas and Liberal Humanism**

Michel Foucault is frequently depicted as the most powerful late-20th century critic of Enlightenment humanism, and of its political form, liberal individualism. Jürgen Habermas, one of contemporary Europe's most important living philosophers, has been their most ardent and sophisticated philosophical defender, and in consequence, a sharp critic of Foucault. We analyze the premises of Foucault's critique and Habermas' efforts to establish a viable philosophical and sociological foundation for a genuinely deliberative democracy in a culturally diverse world.

Credit 4 units. A&S: TH

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**L22 History 4993. Advanced Seminar: Women and Religion in Medieval Europe**

This course explores the religious experience of women in medieval Europe and attempts a gendered analysis of the Christian Middle Ages. In it, we examine the religious experience of women in a variety of settings-from household to convent. In

particular, we try to understand how and why women came to assume public roles of unprecedented prominence in European religious culture between the 12th century and the 16th, even though the institutional church barred them from the priesthood and religious precepts remained a principal source of the ideology of female inferiority.

Credit 4 units. A&S: TH

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**L22 History 4994. Advanced Seminar: Religion & Society in Modern Europe, 1750-1930**

This course explores the changing relationships of religion, society, and the state after the age of the Enlightenment and before the age of totalitarianism in Europe—a very long 19th century. This seminar focuses chiefly on changes in Christian society in Western Europe, but students may choose to write their seminar papers on religious minorities or other parts of Europe.

Credit 4 units. A&S: TH

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**L22 History 4995. Advanced Seminar in History: The Dred Scott Case and Its Legacy After 150 Years**

March 2007 marked the 150th anniversary of what has been called "the worst ever rendered by the Supreme Court." Chief Justice Roger B. Taney's opinion, which denied American citizenship to African Americans, also threatened to force the spread of slavery into every corner of the nation and to undermine the most basic principles of American justice. A bloody Civil War followed within four years, but even with a Union victory and the passage of three amendments to the Constitution, one of the central issues of the case continued unsolved: full citizenship and equal justice before the law. Chattel slavery was abolished, but legal, social, and political equality remained unachieved.

Credit 4 units. A&S: TH

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**L22 History 4996. Advanced Seminar: Islam in China**

This seminar examines the history of Islam and Muslim communities in China. While the course covers the entire history of Muslim communities in China, from the arrival of the first Muslims in China in the 7th century to the present, it primarily focuses on developments during late imperial and 20th-century China. Central themes of the course are cultural interactions, identity-formation, and state-Muslim relations. We attempt to understand and analyze the above themes in the context of Chinese history and the history of the Islamic world.

Credit 4 units. A&S: TH, CD

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**L22 History 4998. Advanced Seminar: Holy War**

This seminar studies the history of holy war in Christianity and Islam (and related notions in Judaism) in the Middle Ages. Readings and discussion compare and contrast the theory and practice of holy war among Christians and Muslims from the 7th century until the 15th. What did it mean to perform Jihad in the 12th century or to be a *crucignatus* in the 13th? How revolutionary was the

First Crusade? Why did Latin Christianity and Sunni Islam elaborate theories of holy war against Christian and Muslim heretics? These and other questions direct the reading and enliven the discussions of the seminar.

Credit 4 units. A&S: TH

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**L22 History 49DH. Advanced Seminar in History: An Imperial Project?**

This course studies the processes by which England's hegemony over its neighbors to the north and west was established in the early-modern period—a period that saw the incorporation of Wales with England, the conquest of Ireland, and union with Scotland. The class reads Spenser, Milton, Defoe, as well as into the proliferating scholarship of the past 30 years on what has been called "the British problem" to understand the political destruction of Gaeldom; the development of a Protestant ascendancy in Ireland; English and Scottish understandings of Union. Keeping in view the changing English senses of nationhood, it considers the meanings of "empire" in this period.

Credit 4 units. A&S: TH

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**L22 History 49DK. Advanced Seminar in History: Thomas Jefferson**

Who was Thomas Jefferson, and why has his reputation undergone so many changes? Why has this hero of abolitionists and a man hated by slaveholders in his own lifetime become a figure detested today for being a slaveholder with an African-American mistress? How has the hero of the New Deal and patron saint of the Democratic Party become an inspiration for anarchists? Why have examinations of his public "greatness" and study of his ideas shifted to scrutiny and criticism of his private lapses? This course is an exercise in understanding how professional historians and the general public discover and use the past.

Credit 4 units. A&S: TH

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**L22 History 49SA. Advanced Seminar: Slavery in America: The Politics of Knowledge Production**

This course focuses on the long history of black chattel slavery in America, from origins to emancipation. The course foregrounds the struggles over power, life, and death that were at the heart of slavery's traumatic and grotesquely violent 250-year career in North America, with attention to hemispheric context. At the same time, it highlights the fiercely contested historical battleground where scholars have argued about how to define American slavery—as a system or site of labor; reproduction; law; property and dispossession; racial and gender domination; sexual abuse and usurpation; psychological terror and interdependency; containment and marooning; selfhood and nationality; agency; revolutionary liberation; and millennial redemption.

Credit 4 units. A&S: TH, SD

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**L22 History 49SC. Advanced Seminar: Incredible India?**

Today, India's Department of Tourism works to attract visitors from far and wide with the slogan, "Incredible India!"-a publicity campaign that extols the country's exceptionalism. Yet, images of India as unique and exotic, exceptional yet unchanging, are anything but new. They have been absolutely foundational to everything from British explorer Richard Burton's translation of the Kama Sutra, to the hit TV series Jewel in the Crown, the global explosion of Bollywood, the scholarly study of the "subaltern," and the proliferation of yoga studios in North America and Europe. How, and why, did India become "incredible"? Reaching to intellectual and social history and to cultural studies methods, this course explores the mechanisms for the production of popular perceptions about India. Where do these perceptions originate and how are they produced? What are the intellectual traditions, the institutional sites, and the visual/narrative forms that support what some might describe as a trans-national public relations campaign? In answering these questions, students use a diverse range of primary and secondary sources.

Credit 4 units. A&S: TH, CD

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# Arts & Sciences: Institutional Social Analysis

The Institutional Social Analysis minor is an interdisciplinary program that allows students to learn about fundamental institutions such as property rights, markets, social norms, and constitutional democracy. Students learn about the key role that these institutions play in economic development and political governance in particular. Those participating in this program gain a detailed understanding of the field of new institutional social sciences, taking courses that share a conceptual orientation and commitment to interdisciplinary social sciences.

## Director

### Itai Sened

Professor  
Ph.D., University of Rochester  
(Political Science)

## Administrative Coordinator

### Alana Bame

## Participating Faculty

### Nicholas Argyres

Professor of Strategy  
Ph.D., University of California–Berkeley  
(Olin Business School)

### Lee Benham

Professor  
Ph.D., Stanford University  
(Economics)

### Dawn Brancati

Assistant Professor  
Ph.D., Columbia University  
(Political Science)

### Randy Calvert

Thomas F. Eagleton University Professor of Public Affairs and Political Science  
Ph.D., California Institute of Technology  
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### Steven Fazzari

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### Sebastian Galiani

Associate Professor  
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(Economics)

### Jeff Gill

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Ph.D., American University  
(Political Science)

### Nate Jensen

Associate Professor  
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(Political Science)

### Carolyn Lesorogol

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(Social Work)

### William Lowry

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(Political Science)

### Gary Miller

Professor  
Ph.D., University of Texas–Austin  
(Political Science)

### Douglass T. North

Spencer T. Olin Professor in Arts & Sciences  
Ph.D., University of California–Berkeley  
(Economics) 1993 Nobel Laureate in Economic Sciences

### Andrew Sobel

Associate Professor  
Ph.D., University of Michigan  
(Political Science)

### Margit Tavits

Assistant Professor  
Ph.D., University of Pittsburgh  
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### Murray Weidenbaum

Mallinckrodt Distinguished University Professor  
Ph.D., Princeton University  
(Economics)

### Michael Wyession

Associate Professor  
Ph.D., Northwestern University  
(Earth and Planetary Sciences)

The Center for New Institutional Social Sciences does not offer a major in this area. Interested students are encouraged to investigate the Center's minor in Institutional Social Analysis.

## The Minor in Institutional Social Analysis

**Units required:** 15

### Sample elective courses:

Anthro 160B. Introduction to Cultural Anthropology  
Anthro 4261. Systems of Inequality  
Econ 458. Theory of Property Rights  
Econ 452. Industrial Organization  
Pol Sci 373. International Political Economy  
Pol Sci 4792. Globalization and National Politics

### Additional Information

Students enrolled in the Institutional Social Analysis minor take courses in a variety of disciplines, structuring their own curriculum with the advice of a mentoring faculty member. The courses share a conceptual orientation and commitment to interdisciplinary social sciences. Those listed above are only a sampling of the type of courses students in the past have taken and are in no way limited to those courses or disciplines.

Students are required to take a total of 15 units of credit hours, all of which are elective courses, that are closely related to their course work and individualized research agenda. As part of the credit hour requirement for this minor, three of these hours are for a research experience course where students undertake a specialized research project with a faculty adviser. Generally, this research experience lasts over the course of one academic year and may continue longer if the student and faculty need to do further research. Students are chosen on the basis of their academic record and appropriateness of their research project, and meet with Professor Itai Sened, minor adviser, to determine their research agenda and which appropriate faculty member will be working with them.

**Research Experience:** Students enrolled in this minor will apply to participate in a research project with a faculty adviser. Students are chosen on the basis of their academic record and appropriateness of their research project. Once chosen, students are expected to devote at least 10 hours per week to their research and will receive three hours of credit for this course.

#### L65 ISA 326. American Economic History

Same as Econ 326  
Credit 3 units. A&S: SS BU: BA FA: SSP

#### L65 ISA 373. International Political Economy

Same as Pol Sci 373

Credit 3 units. A&S: SS BU: IS FA: SSP

#### L65 ISA 400. Research Experience in Institutional Analysis

After completing two courses in the minor in Institutional Social Analysis, students may apply to participate in a research program with the participation of a faculty supervisor. Students are chosen on the basis of their academic record and the appropriateness of the research project as well as availability and interest of faculty members in the proposed project. Up to 10 students are selected each year. Students are expected to devote at least 10 hours per week for research. There also is a possibility of continuing the participation past the first semester as a paid research collaborator. Prerequisite: approval of faculty adviser and coordinator of the ISA program.

Credit 3 units.

#### L65 ISA 452. Industrial Organization

Same as Econ 452

Credit 3 units. A&S: SS FA: SSP

#### L65 ISA 458. Theory of Property Rights

Same as Econ 458

Credit 3 units. A&S: SS FA: SSP

#### L65 ISA 4621. Politics and the Theory of Games

Same as Pol Sci 4621

Credit 3 units. A&S: SS FA: SSP

#### L65 ISA 471. Development Economics

Same as Econ 471

Credit 3 units. A&S: SS

#### L65 ISA 4761. Politics of International Finance

Same as Pol Sci 4761

Credit 3 units. A&S: SS FA: SSP

#### L65 ISA 4792. Globalization and National Politics

Same as Pol Sci 4792

Credit 3 units. A&S: SS FA: SSP

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# Arts & Sciences: Interdisciplinary Project in the Humanities (IPH)

The Interdisciplinary Project in the Humanities (IPH) is a rigorous program for highly motivated students whose interests lead them beyond traditional academic categories. The major, which normally leads to a degree with honors, combines an introductory core—a concentrated study of texts central to the European and American philosophical, religious, and literary traditions—with an area of concentration: an advanced sequence of courses and research tailored to the special interests of each student in the program. For students pursuing concentrations in American intellectual history, in the European avant garde in the 20th century, or in Renaissance political thought (to take three among many possible examples), the introductory core provides a crucial foundation for advanced interdisciplinary work. The core also provides a useful background for students undertaking comparative concentrations—for example, in Buddhist, Christian, and Muslim mystical literature, or in the influence of Russian fiction in East Asia.

All students in the major learn to write and speak clearly and flexibly; they are given broad exposure to a range of canonical texts; they are trained in the historical and formal analysis of those and other texts; they become skilled in at least one foreign language; and they are given considerable experience in independent research. Their work in the humanities bridges disciplines and fosters in them the two interpretive skills of contextualization and criticism. Students in the program will be well prepared for a range of graduate programs in the humanities, for professional careers in law and public service, and for the vital work of critical citizenship and adult intellectual discovery.

## Director

### Joseph F. Loewenstein

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## Participating Faculty

### Jami Ake

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### Eric Brown

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Ph.D., University of Chicago  
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### Elizabeth Childs

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### John J. Clancy

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### Charly Coleman

Assistant Professor  
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(Interdisciplinary Project in the Humanities, History)

### Dennis DesChene

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(Philosophy)

### Lionel Cuillé

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ENS Lettres et Sciences Humaines, Lyon  
(Romance Languages and Literatures)

### Gerald Early

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### Cathleen A. Fleck

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**Philip Purchase**

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**Michael Sherberg**

Associate Professor  
Ph.D., University of California—Los Angeles  
(Italian)

**Lynne Tatlock**

Hortense and Tobias Lewin Distinguished Professor in the  
Humanities  
Ph.D., Indiana University  
(German)

## The Major in the Interdisciplinary Project in the Humanities

**Total units required:** 41-44

Prerequisites for the major include: L93 201C, 203C, 205C, 207C, 209. Or, a humanities-based FOCUS course plus three of the L93 courses in the core.

### Core Program

Students typically enter the core program in the freshman year, but generally not later than the fall of the sophomore year. The core consists of either five courses drawn from the program in Text and Tradition or three courses in the Text and Tradition program in combination with a FOCUS program in the humanities. (The current FOCUS offerings in the Humanities include Cuba: From Colonialism to Communism; Literary Culture of Modern Ireland; and Nationalism and Identity: The Making of Modern Europe. See FOCUS information.) Students in the core program may apply for admission to the major during the sophomore year by submitting a portfolio of two or three essays.

Once admitted to the program, each student designs, in consultation with the IPH faculty, a program of advanced course work in an area of concentration. In the second semester of the sophomore year, students enroll in an upper-level course in social or political history or in the history of a literary or other aesthetic form (e.g., the novel, opera) or of some institution or cultural practice (e.g., history of science or history of philosophy); in this semester they also undertake their first sustained research projects under the mentorship of a member of the IPH faculty.

In the junior year, students take a cluster of two courses addressing a single historical period from the perspective of different disciplines. In the spring semester, they complete a writing-intensive Junior Colloquium and participate in a group thesis tutorial and a thesis-related course in anticipation of their capstone project. In April, students seeking Honors take the written and oral comprehensive exam.

In the senior year, students take the Theory and Methods seminar (fall) as well as the capstone colloquium (spring); in addition, they complete and present their capstone project under the mentorship of a member of the IPH faculty. By the middle of their senior year, students take at least one 400-level Textual and Historical (TH) course in a foreign language in order to secure their foreign-language competency.

### Areas of Concentration

Many students develop their own special areas of concentration. Recent concentrations have included modernism and politics, Muslim ethics and jurisprudence, philosophy of education, and the history of the novel. Some students will pursue concentrations that reflect the longstanding research interests of a number of faculty

in the humanities. Among these latter, fully developed concentrations are the tracks in Renaissance Studies and Literature and History.

Students in the Renaissance Studies track enroll either in Text and Tradition or in the Renaissance FOCUS program during their first year. They have a wide range of courses from which to construct their period-specific cluster; as they develop their senior project, they are able to work closely with faculty from several different departments who make up Washington University's active group of Renaissance scholars. Students in the Renaissance concentration are strongly encouraged to begin work on a second foreign language so that they have some experience both with Greek or Latin and with one of Western Europe's modern vernaculars.

Students in the Literature and History track are expected to complete 9 units of course work in history and 9 units in literature; most satisfy the bulk of this requirement in the course of completing their sophomore history course, junior period cluster, advanced foreign language course, and thesis and thesis-related courses.

## The Minor in Text and Tradition

Text and Tradition is a minor open to first-year and sophomore students in the College of Arts & Sciences by special registration. It provides a compact, orderly sequence of five courses. In this program you read, reflect on, and analyze, both orally and in writing, the basic texts of Western literary, philosophical, scientific, and political culture.

If you are majoring in a science, the Text and Tradition minor gives you a firm grounding in the humanities. All courses in the program fulfill distribution requirements, and one of the teachers offering a course in the program also serves as your adviser. You fulfill the requirements of the program by completing five Text and Tradition courses, usually by the end of your sophomore year. This satisfies the requirements for an interdisciplinary minor in Text and Tradition.

**Units required:** 15

### Required courses:

Five of the following 10 courses:

Hum 201A. Puzzles and Revolutions  
Hum 201B. The Great Economists and Their Times  
Hum 201C. Early Literature  
Hum 203C. Early Politics  
Hum 205C. The Emergence of the Modern Mind  
Hum 207C. The Rise of the European State  
Hum 209. Scriptures and Scripturalism  
Hum 310. An Intellectual History of Sex and Gender

Pol Sci 106. Introduction to Political Theory I: Classics of Social and Political Thought

Pol Sci 107. Introduction to Political Theory II: Classics of Western Social and Political Thought

### Elective courses:

Students may elect to substitute for one of the above Text and Tradition courses for any course that is text-centered and emphasizes primary sources. Prior consultation is required.

## Additional Information

Enrollment by application only. Students must earn a grade of C or better for the course to count toward the minor.

### L93 Hum 201A. Puzzles and Revolutions: Text and Tradition

This course introduces students to the history and philosophy of science. It counts toward the minor in Text and Tradition (T&T) and serves as a gateway to the minor in History and Philosophy of Science (HPS). The course examines major episodes in the history of science from two of four periods: ancient, medieval, early modern, and modern. Possible topics include the Copernican, Newtonian, Darwinian, and Mendelian revolutions, and in each case the questions under consideration include: What was the state of natural knowledge before this episode? What historical developments caused or enabled a transformation of that knowledge? What were the features and fortunes of the paradigm that emerged? By applying these questions to a few specific case studies, students learn about the content and context of scientific knowledge, while also becoming familiar with various explanations as to how and why that knowledge changes over time.

Credit 3 units. A&S: TH BU: SCI FA: NSM

### L93 Hum 201B. The Great Economists: Text and Tradition

Examination of the great economic thinkers, the problems they sought to solve, the historically conditioned assumptions that they bring to their work, and the moral issues they raise. The class reads from the works of Adam Smith, Ricardo, Malthus, Marx, Veblen, Keynes, Schumpeter, Galbraith, and others as well as commentary from Heilbroner. These readings are paired with selected texts on the social and moral issues of their times. Open only to participants in Text and Tradition.

Credit 3 units. A&S: TH

### L93 Hum 201C. Classical to Renaissance Literature: Text and Tradition

As we study some of the most influential of ancient works, we address the basic questions of liberal education. Why ought the classics be read in the first place? How is it that Western culture has come to value certain fundamental questions, even to the point of encouraging opposition? Texts include selections from the Old

Testament, Homer, Aeschylus, Sophocles, Virgil, Ovid, Petrarch, Montaigne, and Shakespeare. Preference given to Text and Tradition and IPH students.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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#### **L93 Hum 203C. Early Political Thought: Text and Tradition**

A selected survey of the political and moral thought of Europe from the rise of Athenian democracy to the Renaissance, with emphasis on analysis and discussion of writers such as Thucydides, Plato, Aristotle, St. Augustine, Castiglione, and Machiavelli. The course aims to introduce students to basic texts in the intellectual history of Western Europe, understood both as products of a particular time and place and as self-contained arguments that strive to instruct and persuade. The texts are simultaneously used to chart the careers of such fundamental notions as liberty, virtue, and justice. Preference given to Text and Tradition and IPH students.

Credit 3 units. A&S: TH BU: HUM FA: SSP

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#### **L93 Hum 204. Darwin and the Modern Ache**

D.H. Lawrence reminds us how exciting and instructive it can be to watch the way our fictions take in a new cultural idea as important as Darwinism; as the theory shocks our defenseless bodies, our literature reacts with fresh forms and consciousness that enable us to feel the wound of moral, metaphysical, psychological, biological insecurity and humiliation without becoming merely helpless readers and carriers of our pain. We still feel longings for a creation by design in a post-Darwinian world shaped by thinkers most responsive to evolutionary theory, Nietzsche, Freud, Marx. This semester we study some modern texts most sensitive and susceptible to what Hardy calls the "modern ache" of Darwin's thought, of Ibsen, Hardy, Conrad, Strindberg, Kafka, D.H. Lawrence, and Robert Frost. Preference given to Text and Tradition and IPH students.

Credit 3 units. A&S: TH

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#### **L93 Hum 205C. Literary Modernities: Text and Tradition**

Through a wide sampling of Western literary works, the course explores themes and tones characteristic of the rise of modern consciousness from the Renaissance forward: we trace debates on aesthetics, the transformation of autobiography, writers' persistent distrust of books, and their relentless assaults on perversions of cultural idealism. Books by such authors as Cervantes, Diderot, Rousseau, Goethe, Balzac, Dostoevsky, Twain, Freud, Kafka, and Beckett. Preference given to Text and Tradition and IPH students.

Credit 3 units. A&S: TH BU: HUM FA: SSP

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#### **L93 Hum 206. The Idea of America**

Credit 3 units. A&S: TH

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#### **L93 Hum 207C. Modern Political Thought: Text and Tradition**

A course in European history and thought since 1600 that addresses two themes: the search for a moral code, and the legitimate role of the state. Both are ancient inquiries, but they acquired important and novel interpretations in the West after the Reformation and the gunpowder revolution, and the rise of the modern statecraft grounded in both. One uniquely Western approach to these questions was the search for the primitive or "natural" situation of mankind, and readings in this genre provide some of the texts for the course. Parallel to presentation of the political history of modern Europe, such writers may be discussed as Locke from the 17th century, Montesquieu and Rousseau from the 18th, Marx and Darwin from the 19th, and the writings of anthropologists and philosophers from the 20th. Preference given to Text and Tradition and IPH students.

Credit 3 units. A&S: TH BU: HUM FA: SSP

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#### **L93 Hum 209. Scriptures and Cultural Traditions**

Certain books, "sacred scriptures," have shaped human culture in powerful and complex ways. Religious communities believe that Scriptures are ancient texts that are ever-flowing sources of timeless truths. We do close readings of crucial Scriptural texts and explore how they are interpreted and why they have had such a profound impact on human communities, in social organization and the behavior of individuals; in literature, art, and politics. This year the course focuses on the canonical texts of Judaism, Christianity, and Islam. Preference given to Text and Tradition and IPH students.

Credit 3 units. A&S: TH, CD BU: ETH

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#### **L93 Hum 211A. Digital Humanities: Information Representation, Analysis, and Modeling**

It is a truism that computers have changed our lives and 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 class work are supplemented by small assigned digital projects culminating in a project chosen by the students themselves. Students should be comfortable with using the Internet and a word processor. No other special computing skills are required.

Credit 3 units.

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**L93 Hum 214. Text and Tradition: Cross-Currents I**

This course revisits the cultural and intellectual terrain of Classical to Renaissance Literature (Hum 201) and Early Political Thought (Hum 203), purposefully mixing a different set of texts of very different kinds. We delve closely into how works belonging to the same cultural moment but different genres can reflect upon one another, and we address how works issuing from different periods can speak to one another. Along the way we work on refining our talents as close readers and careful writers, and we think carefully about the critic's role in creating canons and inventing intertextual dialogues. Authors studied include Aristophanes, Euripides, Plato, Seneca, Boethius, Dante, and Petrarch.

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

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**L93 Hum 220. Introduction to Research in the Humanities**

This course gives students interested in the humanities the opportunity to learn about areas of current faculty research in literature, history, philosophy, art history, music, and other areas of the humanities. What are the archives for research in the humanities? How do humanities scholars develop a research agenda and what analytic tools do they bring to bear on their work? What are the biographies of new ideas in literature, history, and the arts?

Credit 1 unit. A&S: TH BU: HUM

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**L93 Hum 228. Intro to Aural Cultures: Silence, Noise, Music**

Same as Music 228

Credit 3 units. A&S: LA

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**L93 Hum 230. Visual Culture**

In this interdisciplinary course, we explore the 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—from ancient cave painting to modernist paintings and motion pictures.

Credit 3 units. A&S: TH

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**L93 Hum 299. Research Internship in the Humanities**

Credit variable, maximum 3 units.

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**L93 Hum 301. Sophomore Research Tutorial**

A practical introduction to research in the humanities. Students develop and complete a project in a research area of possible long-term interest.

Credit 2 units. A&S: TH

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**L93 Hum 3042. Two Renaissance Cities: Approaches to Early Modern Culture**

Same as History 3042

Credit 3 units. A&S: TH

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**L93 Hum 305. The Cultural History of the Robot**

This course surveys the history of the desire to perfect or eliminate what is most human through the creation of artificial men and women. Familiar questions—Can robots feel? Can we tell who is a robot?—are considered alongside the traditional use of robots to understand or emblemize justice, sin, progress and modernity, self-awareness or simplicity, indifference, virtuosity, authorship, invention, and art itself. Examples are drawn from both fictional and real robots in literature and in film. Texts likely include: Homer, Hesiod, Spenser, Descartes, Hobbes, Vaucanson, Villiers de l'Isle-Adam, Shelley, Hoffmann, Capek, Filisberto-Hernandez, Lem, Lang, and Scott. This course is intended primarily for sophomores considering a major in the Interdisciplinary Project in the Humanities. Freshmen are considered by permission of the instructor.

Credit 3 units. A&S: TH BU: ETH

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**L93 Hum 306. Opera: Text and Con-text**

We focus on operas drawn primarily from the French, Italian, and German traditions that served as watershed moments in the history of literature, music, philosophy, and criticism. We read source texts (including famed literary works by Molière, Beaumarchais, Scott, Hugo, Bérroul, Maeterlink, Mérimée, Hoffmann, and James), view performances in their entirety, discuss the literary works, philosophy, and criticism that the works inspired, and consider the American reception of the works, including their influence on pop culture. Students gain a sense of opera's vital role at the intersection of the arts (text, music, and dance) and the disciplines (History, Philosophy, Cultural Studies, Postcolonial Studies, Gender Studies), learning to approach the study of the genre from multiple perspectives. Preference is given to IPH majors and Text and Tradition students, though others are welcome.

Credit 3 units. A&S: TH BU: IS

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**L93 Hum 310. 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. Some of the texts we read include: Aristophanic comedy; Plato's Symposium; the poetry of Sappho, Catullus and Propertius; the Satyricon of Petronius; the Letters of Abelard and Heloise; the Roman de la Rose; Mary Wollstonecraft's Vindication of the Rights of Women; the psychoanalytic work of Freud and Lacan; Simone de Beauvoir's The Second Sex; the Kinsey Reports; and Foucault's History of Sexuality.



Credit 3 units. A&S: TH, SD BU: BA

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**L93 Hum 313A. The Legend of King Arthur in the Middle Ages**

This course examines the medieval tradition of King Arthur that arose in northern Europe from the "Dark Ages" to the invention of printing. The objective of this course is to achieve a thematic, historical, and structural insight into some of the best examples of medieval storytelling and understand why they continue to cast a spell over readers today. You may want to try your own hand at Arthurian storytelling after you have learned the building blocks. The course also lays a foundation for the study of premodern literature, the medieval and early modern world, and the national cultures of France, Germany, and Britain.

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

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**L93 Hum 315. Independent Study in the Interdisciplinary Project in the Humanities**

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**L93 Hum 318. Lincoln: Then and Now**

A study of Abraham Lincoln's writings and of how they emerged from his reading and his experiences. We read his speeches and other writings to investigate his political and social philosophy. And we look at his legacy, politically and culturally.

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

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**L93 Hum 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 art works such as Duchamp's "Large Glass" and films such as Buñuel's Un Chien Andalou.

Credit 3 units. A&S: TH

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**L93 Hum 3311. Laughter from Joubert to Bataille: Interdisciplinary Studies in the Humanities**

In this course we trace a tradition of writing on laughter. While we read texts that might explain laughter by way of comedy or humor, we are 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 read texts by Joubert, Erasmus, Hobbes, Descartes, Chesterfield, Kant, Bergson, Freud, Bataille, Sarraute, and Ellison. We listen to

music such as Louis Armstrong's "Laughin' Louie" and we watch films, including Laughing Gas, The Man Who Laughs, and A Question of Silence.

Credit 3 units. A&S: TH

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**L93 Hum 332. Visual Culture**

In this interdisciplinary course, we explore the long history of vision and visual representation from antiquity to the present so as to shed light on how people at different moments have understood vision, have seen their own seeing, and have encoded this seeing in different artifacts and media. More specifically, we explore the role of the visual in the historical production of subjectivity and collectivity; the political, religious, and ideological uses and abuses of vision; the relation of images to words and stories; the implication of sight in competing systems of truth, enlightenment, and scientific progress; and the function of seeing within different media of art, entertainment, and virtualization—from ancient cave painting, medieval icons and early modern church designs to modernist paintings and motion pictures.

Credit 3 units. A&S: TH BU: ETH

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**L93 Hum 360. The Traffic in Women and Contemporary European Cinema**

What binds society together? One of the most influential answers to this question was offered by French anthropologist Claude Lévi-Strauss. He argued that the fabric of a society is formed by a network of exchanges among kinship groups, which circulate three kinds of objects: economic goods, linguistic signs, and women. In this course, we inquire into the place of women in this argument. We trace rudiments of the traditional marriage system (a father figure still "gives away" the bride in the marriage ceremony), its range of displacements in a global economy (transnational wives, nannies, and domestic servants), the role of new media in the formation of new systems of trafficking (Internet brides), and the place of the debate on gay marriage within the larger conversation. We read texts by Friedrich Engels, Sigmund Freud, Marcel Mauss, Claude Lévi-Strauss, Gayle Rubin, Luce Irigaray, Judith Butler, Barbara Ehrenreich, and Arlie Russell Hochschild; and we watch a number of films that dramatize the traffic in women in the context of contemporary Europe: Coline Serreau's Chaos, Lukas Moodisson's Lilja 4-ever, Cristian Mungiu's Occident, Nilita Vachani's When Mother Comes Home for Christmas, Fatih Akin's Head-on, Jean-Pierre and Luc Dardenne's The Silence of Lorna.

Credit 3 units. A&S: TH, CD, SD

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**L93 Hum 401. IPH Thesis Prospectus Workshop**

Credit variable, maximum 3 units. A&S: TH

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**L93 Hum 403. Senior Thesis Tutorial**

Credit variable, maximum 3 units.

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**L93 Hum 405. Theory and Methods in the Humanities**

This course familiarizes advanced undergraduate and graduate students with some of the basic issues in humanistic study. It follows the conversations between Marxist, psychoanalytical, anthropological, historicist, and linguistic approaches. Our work highlights the boundaries between these fields and identifies incursions across them. Some of the questions that animate our discussions are: What does truth mean in the humanities? What is an object of study and how does one go about identifying it? Is it useful to view the past as a strange country? What is interpretation and what are its procedures? Preference given to Text and Tradition and IPH students.

Credit 3 units. A&S: TH

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**L93 Hum 4111. Pastoral Literature: Interdisciplinary Studies in the Humanities, Antiquity**

This course opens with a survey of the classical tradition in pastoral/bucolic. We consider questions of genre, intertextuality and ideology, and we 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 involves intensive reading in translation of Theocritus, Vergil, and Longus. In the second half of the semester, we consider the survival, adaptation, and deformation of ancient pastoral themes; and forms and modes of thought in British and American writing from the 19th and 20th centuries. We read works of Mark Twain, Kenneth Grahame, Thomas Hardy, and Tom Stoppard.

Credit 3 units. A&S: TH

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**L93 Hum 4171. Roman Remains: Traces of Classical Rome in Modern British Literature**

This course examines 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 asks how modernity addresses the claims of the classical tradition. We 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 consider representations of Rome in light of modern imperialism (Joseph Conrad's Heart of Darkness and Ezra Pound's Homage to Sextus Propertius) and examine the place of Vergil in T. S. Eliot's critical and poetic practice.

Credit 3 units. A&S: TH

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**L93 Hum 419A. Economic Life in Modern Social and Cultural Theory**

Social and cultural theorists have developed many perspectives on economic life, ranging from actor-network theory to new institutionalism. Yet recent ethnographic work, for instance in consump-

tion studies and in the anthropology of financial markets, has raised all sorts of problems for theorists. Our course asks whether we really can generalize about economic life and, if so, how far such generalizations might extend into fields such as intimate relations or artistic production. Readings include work by Bourdieu, Callon, Geertz, Hochschild, Mauss, and Zelizer.

Credit 3 units. A&S: SS

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**L93 Hum 450. IPH Junior Colloquium: Interdisciplinary Topics in the Humanities**

Credit 3 units. A&S: TH, WI

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**L93 Hum 455. IPH Senior Colloquium: Interdisciplinary Topics in the Humanities**

Credit 3 units. A&S: TH

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**L93 Hum 460. Independent Studies in the Humanities**

Credit 3 units.

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**L93 Hum 499. Directed Studies in Literature and History**

Credit 3 units.

**Phone:** 314/ 935-4200

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**Departmental website:** <http://iph.wustl.edu/>

# Arts & Sciences: International and Area Studies

International and Area Studies (IAS) offers an interdisciplinary major that enables you to develop a broad understanding of the world, while exploring the diversity and richness of other cultures. Our aim is to provide you with the broad knowledge and intellectual tools to gain a better understanding of our increasingly interconnected world.

The major begins with Crossing Borders (IAS 207), the introductory course required of all students. This course will introduce you to key theoretical approaches to an understanding of the world systems, while also exploring major topics such as migration, globalization, and the concept of culture. From that foundation, you will go on to select course work across many academic disciplines and world regions.

You will choose a concentration in a particular world area (East Asia, Europe, or Latin America) or a more general International track. In either case, you will graduate with some comparative perspective over at least two, and often more, world areas, as well as the benefits of different disciplinary approaches to the understanding of the world systems. Along with your mastery of a foreign language, as well as a study abroad experience for most students, you will graduate with a solid understanding of global issues and cultural diversity.

## Director, Overseas and Undergraduate Programs

### Priscilla Stone

Adjunct Associate Professor  
Ph.D., University of Arizona  
(IAS, Anthropology)

### Director

### James V. Wertsch

Marshall S. Snow Professor in Arts & Sciences  
Ph.D., University of Chicago  
(Anthropology, IAS)

## Core Faculty

### Shefali Chandra

Assistant Professor  
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(History, IAS)

### Lingchei Letty Chen

Associate Professor  
Ph.D., Columbia University  
(Asian and Near Eastern Languages and Literatures)

### Seth Graebner

Associate Professor

Ph.D., Harvard University  
(Romance Languages and Literatures, IAS)

### Steven C. Hause

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### Mabel Moraña

William H. Gass Professor in Arts & Sciences; Director, Latin American Studies  
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Lecturer  
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(Assistant Dean of Arts & Sciences)

### Lori Watt

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## Affiliated Faculty

## Endowed Professors

### John R. Bowen

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(Anthropology)

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J.S.D., Stanford University  
(Law)

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Ph.D., University of Iowa  
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(History)

**The Major in International and Area Studies**

**Total units required:** 28 to 31 graded credits plus four semesters (or the equivalent) of any modern foreign language.

**Required courses:**

IAS 200. Introduction to International Studies (1 credit)  
IAS 207. Crossing Borders (3 credits)

**Elective courses:**

- Two world-area focused/civilization courses (3 credits each, typically at the 100 or 200 level, may be at 300 or 400 level).
- 18 credits of advanced course work in International Studies drawn from at least three different departments (Anthropology, Art History, Comparative Literature, Economics, Film, History, Music, and Political Science). At least 3 of those 18 credits must include a 400-level course.

**Regulations:**

- No more than 6 credits may be from a semester of study abroad (9 credits from a year of study abroad) (400-level credits must be earned on campus or in Washington University courses taught abroad).
- For those who do not study abroad, an additional 3 credits at the 300 or 400 level are required.
- No more than 3 credits may be from directed readings, research, or internships excluding the honors thesis.



- The 18 to 21 advanced credits must be unique to the IAS major.
- If your prime major is IAS, you must participate in a capstone experience. This may take the form of an honors thesis, a senior project, or a specially designated 400-level course. For more details, please see the IAS Handbook section on capstone experiences.

## Additional Information

**Language Requirement** : All majors must satisfy a foreign language requirement. You may satisfy this requirement with the successful completion of the first four semesters of language instruction in the language program of choice (other than English) or the equivalent. Entering students wishing to prove equivalency must take the Washington University Placement Test for the language in question or score a 5 on the AP test. Students claiming the status of native speakers may be exempted from the placement test by the undergraduate director or by the section coordinator of the language program in question. We encourage students interested in IAS who have achieved a high level of language competency before entering Washington University to continue their language study, either in the same language or in an additional language, but it is assumed that you will satisfy your requirement by demonstrating competence in at least one language through the fourth semester.

**Study Abroad** : You are strongly encouraged to study abroad in one of Washington University's overseas programs during your junior year or the summer. Some credit for courses taken abroad may be applied to the major. For those who do not study abroad, an additional 3-credit course at the 300 or 400 level is required.

**Senior Honors** : If you have a strong academic record, you may apply to work toward Honors by writing an Honors thesis during your senior year.

## The Minor in International and Area Studies

### Requirements:

- 18 graded credits plus four semesters (or the equivalent) of any modern foreign language.
- IAS 207. Crossing Borders (3 credits).
- A world-area focused/civilization course (3 credits).
- At least 12 credits of advanced (300-plus) IAS course work including courses drawn from at least two different departments, as determined in consultation with the adviser.
- At least 3 credits must concentrate on a different world area than the civilization course.
- No more than 3 credits may be from independent study or research.

- No more than 3 credits may be from a semester or summer of study abroad (6 credits from a year of study abroad).
- All advanced credits must be unique to the IAS minor (i.e. not counted toward any other major or minor).

## Additional Information

**Language Requirement** : All minors must satisfy a foreign language requirement. You may satisfy this requirement with the successful completion of the first four semesters of language instruction in the language program of choice (other than English) or the equivalent. Entering students wishing to prove equivalency must take the Washington University Placement Test for the language in question or score a 5 on the AP test. Students claiming the status of native speakers may be exempted from the placement test by the undergraduate director or by the section coordinator of the language program in question. We encourage students interested in IAS who have achieved a high level of language competency before entering Washington University to continue their language study, either in the same language or in an additional language, but it is assumed that you will satisfy your requirement by demonstrating competence in at least one language through the fourth semester.

**Study Abroad** : You are strongly encouraged to study abroad in one of Washington University's overseas programs during your junior year or the summer. Some credit for courses taken abroad may be applied to the minor.

### L97 IAS 130. China in the Global Context: The Shanghai Experience

The course studies the transformation of political institutions, socioeconomic structure, and cultural forms in modern China in the context of the global flow of people, ideas, and goods. It chooses a local narrative approach and situates the investigation of China's modern transformation in one of China's largest, most complex and dynamic cities-Shanghai. The experience of the city and its people in the 19th and 20th centuries demonstrates that they do not just respond to global currents; they have been playing an active part in taking measure of the world and redefining, reconfiguring, and reshaping global forces such as imperialism, nationalism, consumerism, authoritarianism, liberalism, communism, and capitalism. The interplay between foreign imports and influences on the one hand and local developments on the other shapes the course of modern China and helps China play an important role on the world stage. The historical events and processes the course examines include the 19th-century rebellion, the Opium War, migration, print culture, consumer culture, gender and ethnicity, the Nationalist revolution, social reform and political mobilization, the Communist revolution, and the Post-Mao reform. This course introduces students to the variety of scholarly interpretations of the Shanghai experience and its position in modern Chinese history. No background in Chinese history or Chinese language is required or assumed. But acknowledging the value of

the non-Western experience and understanding cultural diversity are important concerns of this course. This course is restricted to freshmen in the program China in the Global Context.

Credit 3 units. A&S: TH, CD

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#### **L97 IAS 140. East Asia in the World**

The goal of this course is to provide students with an introduction to East Asia as well as a look at the region's role in a global setting. The course first covers the geopolitical history of 20th-century East Asia, from its colonial constellation into Cold War nation-states. We then use an interdisciplinary approach to investigate contemporary problems accompanying the emergence of regional economies and institutions. We grapple with the question of when people in East Asia-China, Taiwan, the Koreas, and Japan-act as a member 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. This course is restricted to freshmen in the International Leadership Program.

Credit 3 units. A&S: TH, CD

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#### **L97 IAS 1501. Seminar for the International Leadership Program**

This seminar, which is restricted to and required of participants in the International Leadership Program, is a continuation of the fall IAS 1502 course.

Credit 1 unit.

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#### **L97 IAS 1502. Seminar for the International Leadership Program**

This seminar, which is restricted to and required of participants in the International Leadership Program, is a companion to the core ILP fall course. The ILP seminar fosters critical thinking, provides leadership opportunities, and builds community among students in the program. In seminar, students craft an international awareness campaign and are visited by guest lecturers.

Credit 1 unit.

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#### **L97 IAS 165C. Survey of Latin American Culture**

This class is an introduction to contemporary Latin-American politics and cultures. At the end of the semester, students are able to recognize some of the main issues in Latin-American politics, history, and culture and to develop research tools to approach the study of Latin America. The class begins with an overview of Latin-American history, then goes on to explore both current political issues and different dimensions of Latin-American cultures. The political topics include: violence in contemporary Colombia, Cuba after the fall of the Berlin Wall, the question of Southern Cone dictatorships, the Zapatismo movement in Mexico, and

the debates on Latin-American immigration to the United States. Cultural topics include the role of intellectuals in Latin America, pop and rock music, contemporary film, gender issues, and the distinction between popular and media culture. This class is required of IAS majors in the Latin-American Studies track.

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

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#### **L97 IAS 170. Is There a Global Culture?**

Opponents of globalization have argued that a standardized, commercialized, and United States-dominated culture is supplanting local cultures around the world. This, they assert, will make the world into a boring place in which local artists are squashed by nondescript cultural products distributed by an all-powerful American commercial machine. This course questions whether any such thing is happening and suggests that there are far more interesting ways of considering what "global culture" might be. It helps provide you with the skills in cultural observation and interpretation necessary for informed leadership in the globalizing world. This course is restricted to freshmen in the International Leadership Program.

Credit 3 units. A&S: SS BU: IS

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#### **L97 IAS 200. Introduction to International and Area Studies**

An introduction to the IAS major and minor, featuring case studies from diverse world regions given as guest lectures by IAS faculty. Required of majors in IAS in the IS or EuSt tracks, optional for others. Students are strongly urged to take this class as early in their academic careers as possible because no seniors are permitted. Any IS or EuSt senior who has not completed this course must take an alternative 300- or 400-level, 3-credit class for a grade chosen in consultation with his/her major adviser.

Credit 1 unit. A&S: SS BU: IS FA: SSP

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#### **L97 IAS 207. Crossing Borders**

This course is an introduction to basic theoretical and critical issues of International and Area Studies. The course covers three influential books-Orientalism by Edward Said, Imagined Communities by Benedict Anderson, and The Clash of Civilizations by Samuel Huntington-as well as four major topics in IAS (migration, globalization, social science methodologies, and the idea of culture). Students are expected to develop a critical vocabulary and a theoretical basis with which to address international issues across different world regions and academic disciplines. Because this course is meant as an introduction to all IAS majors and minors, students are encouraged to take it as early as possible and no later than fall of their junior year. Prerequisite: none. This course is mandatory for all IAS majors and minors in any track and must be taken for credit.

Credit 3 units. A&S: TH BU: IS

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#### **L97 IAS 208. Introduction to Jewish Civilization**

Same as JNE 208F

Credit 3 units. A&S: TH BU: ETH, IS FA: SSP

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**L97 IAS 210C. Introduction to Islamic Civilization**

Same as JNE 210C

Credit 3 units. A&S: TH, CD BU: ETH, IS FA: SSP

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**L97 IAS 215C. Introduction to Russian Civilization**

Same as Russ 215C

Credit 3 units. A&S: TH, CD BU: HUM, IS FA: SSP

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**L97 IAS 216. Introduction to South Asian Civilization**

How do we understand the rich, cultural diversity of the Indian subcontinent? What is the role played by empire and globalization in shaping the complex political culture of the subcontinent? We begin this course by considering the geographical and social frameworks that defined this area as a coherent region for a variety of travelers, scholars, writers, artists, and state-builders. The course next traces conflict and consensus over culture and rule, placing particular emphasis on state-building developments in the Mughal and British empires. We also explore the ways in which these empires reshaped Indian political, cultural and religious life. The rise of nationalism and the simultaneous burst of caste, gender, and religious critiques to the notion of "India" dominate the third part of the course. Finally, we turn to developments within and between the independent states of India, Pakistan, Bangladesh, and Sri Lanka. Throughout the semester, students conduct independent research on a variety of contemporary topics relating to South Asian globalization.

Credit 3 units. A&S: TH, CD BU: IS

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**L97 IAS 223. Korean Civilization**

Same as ANECC 223

Credit 3 units. A&S: TH, CD, SD BU: IS

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**L97 IAS 226C. Japanese Civilization**

Same as ANECC 226

Credit 3 units. A&S: TH, CD, SD BU: BA, IS FA: SSP

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**L97 IAS 227C. Chinese Civilization**

Same as ANECC 227

Credit 3 units. A&S: TH, CD, SD BU: BA, IS

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**L97 IAS 250. Internships in International and Area Studies**

This course is designed as a venue to grant credit to IAS students who actively obtain an internship and are NOT paid for the experience. Before work begins, the student and faculty sponsor must agree on a final written project on which the student is evaluated. Course may be taken only one time.

Credit 3 units.

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**L97 IAS 3024. International Institutions**

Same as Pol Sci 3024

Credit 3 units. A&S: SS BU: IS

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**L97 IAS 3030. The Taoist Tradition**

Same as Re St 303

Credit 3 units. A&S: TH, CD BU: ETH

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**L97 IAS 3033. Global Masculinities**

Same as WGSS 3033

Credit 3 units. A&S: SS, CD BU: BA

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**L97 IAS 3034. Christianity in the Modern World**

Same as Re St 3031

Credit 3 units. A&S: TH BU: ETH

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**L97 IAS 305. Music of the African Diaspora**

Same as Music 3021

Credit 3 units. A&S: TH, CD BU: IS FA: AH

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**L97 IAS 3050. Greater Central Asia in Crisis**

Same as Anthro 305B

Credit 3 units. A&S: SS, CD BU: BA, IS FA: SSP

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**L97 IAS 3053. Anthropology of Tibet and the Himalayas**

Same as Anthro 3051

Credit 3 units. A&S: SS BU: IS

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**L97 IAS 3055. Contemporary Chinese Culture and Society**

Same as Anthro 3055

Credit 3 units. A&S: SS, SD

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**L97 IAS 306. Modern Jewish Writers**

Same as Comp Lit 306

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

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**L97 IAS 3060. East Asia since 1500**

Same as History 3060

Credit 3 units. A&S: TH, CD BU: IS

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**L97 IAS 3061. Between Submission and Power: Women and Family in Islam**

Same as WGSS 306

Credit 3 units. A&S: SS, CD BU: ETH FA: SSP

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**L97 IAS 306B. Africa: Peoples and Cultures**

Same as Anthro 306B

Credit 3 units. A&S: SS, CD BU: HUM, IS FA: SSP

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**L97 IAS 307. The Writing of the Indian Sub-Continent**

Same as E Lit 307

Credit 3 units. A&S: TH, CD BU: HUM FA: Lit

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**L97 IAS 3081. Topics in Asian American Literature: Identity and Self-Image**

Same as E Lit 308

Credit 3 units. A&S: TH, SD BU: HUM FA: Lit

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**L97 IAS 3092. Indigenous Peoples and Movements in Latin America**

Same as Anthro 3092

Credit 3 units. A&S: SS, CD, SD BU: ETH

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**L97 IAS 3094. Politics of the European Union**

Same as Pol Sci 3093

Credit 3 units. A&S: SS

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**L97 IAS 3101. Ancient Civilizations of the New World**

Same as Anthro 310C

Credit 3 units. A&S: TH, CD BU: HUM FA: AH

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**L97 IAS 311. Buddhist Traditions**

Same as Re St 311

Credit 3 units. A&S: TH BU: ETH

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**L97 IAS 312. Globalization and Gender**

Same as WGSS 312

Credit 3 units. A&S: SS, SD BU: IS

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**L97 IAS 3120. South Asian Traditions**

Same as Re St 312

Credit 3 units. A&S: TH, CD

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**L97 IAS 3124. Race, Caste, Conversion: Social Movements in South Asia**

Same as History 3122

Credit 3 units. A&S: TH, CD, SD

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**L97 IAS 3130. Topics in English and American Literature**

Same as E Lit 313

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L97 IAS 3132. Introduction to Comparative Arts**

Same as Comp Lit 313E

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L97 IAS 3149. The Late Ottoman Middle East**

Same as History 3149

Credit 3 units. A&S: TH, CD, SD BU: IS

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**L97 IAS 315. Indian Barbie, Asian Tigers and IT Dreams: Politics of Globalization and Development in South Asia**

This course explores how South Asia is at the heart of current debates about globalization, development, empire, gender, sexuality, and ethnic identity. We raise questions such as: What has lead to sex trafficking in Nepal? Can information technology solve India's social problems and unemployment? What is biopiracy and how are South Asian activists challenging the global corporatization of world food and water supplies? Readings, films, and discussions take us to countries such as Bangladesh, Nepal, Pakistan, Sri Lanka, and India.

Credit 3 units. A&S: SS, CD, SD BU: IS

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**L97 IAS 3150. The Middle East in the 20th Century**

Same as History 3150

Credit 3 units. A&S: TH, CD, SD BU: IS

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**L97 IAS 3151. The Palestinian-Israeli Conflict, 1881 - present**

Same as History 3151

Credit 3 units. A&S: TH BU: IS

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**L97 IAS 3152. The History of Iran from 1501 to the Present**

Same as History 3152

Credit 3 units. A&S: TH BU: IS FA: SSP

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**L97 IAS 3160. Chinese Social History: Urban Transformations**

Same as History 3161

Credit 3 units. A&S: TH FA: SSP

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**L97 IAS 3163. Early Modern China: 1350 - 1890**

Same as History 3162

Credit 3 units. A&S: TH, CD BU: IS

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**L97 IAS 3164. Chinese Foreign Relations Since the Opium War**

Same as History 3164

Credit 3 units. A&S: TH BU: IS

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**L97 IAS 316C. Modern China: 1890s to the Present**

Same as History 316C

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

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**L97 IAS 3190. Interdisciplinary Studies in the Humanities: The European Avant-Garde**

Same as Hum 3191

Credit 3 units. A&S: TH

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**L97 IAS 3192. Modern South Asia**

Same as History 3192

Credit 3 units. A&S: TH, CD BU: HUM, IS FA: SSP

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**L97 IAS 320. British Cinema: A History**

Same as Film 320

Credit 3 units. A&S: TH BU: IS

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**L97 IAS 3200. An Introduction to Literature and Visual Culture in the Arab World**

Same as ANECC 320

Credit 3 units. A&S: TH BU: IS

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**L97 IAS 3201. Japan from Earliest Times to 1868**

Same as History 3202

Credit 3 units. A&S: TH, CD BU: IS

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**L97 IAS 3206. Global Gender Issues**

Same as WGSS 3206

Credit 3 units. A&S: SS, CD

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**L97 IAS 321. Comparative European Politics**

Same as Pol Sci 321

Credit 3 units. A&S: SS BU: BA, HUM, IS FA: SSP

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**L97 IAS 321C. Latin America: from Colonialism to Neocolonialism, 1492 - 1898**

Same as History 321C

Credit 3 units. A&S: TH, CD BU: HUM, IS FA: SSP

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**L97 IAS 322. Contemporary East Asian Cinema**

Same as Film 322

Credit 3 units. A&S: TH, CD BU: IS

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**L97 IAS 3221. The Jewish Experience in Italy, 1850 - 1945**

Same as Ital 3221

Credit 3 units. A&S: TH

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**L97 IAS 3226. Environmental History of Latin America**

Same as History 3225

Credit 3 units. A&S: TH, CD

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**L97 IAS 322C. Latin America in the 20th and 21st Centuries: Reform or Revolution?**

Same as History 322C

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

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**L97 IAS 323. The Cinema of Eastern Europe in the Cold War Era**

Same as Film 323

Credit 3 units. A&S: TH, CD BU: IS

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**L97 IAS 3243. A User's Guide to Japanese Poetry**

Same as Japan 324

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

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**L97 IAS 3245. History of Chinese Cinemas: 1930s - 1990s**

Same as Film 324

Credit 3 units. A&S: TH

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**L97 IAS 324C. Modern Japan - Japan since 1868**

Same as History 320C

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

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**L97 IAS 3250. French Film Culture**

Same as Film 325

Credit 3 units. A&S: TH BU: IS

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**L97 IAS 3254. Vote for Pedro: A Critical Look at Youth and Popular Cultures**

Same as Anthro 3254

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L97 IAS 325C. African Civilization to 1800**

Same as AFAS 321C

Credit 3 units. A&S: TH, CD BU: HUM, IS FA: SSP

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**L97 IAS 3260. Race, Class and Gender: Cultural Readings of Brazil and Its Cities**

Cities are spectacles of humanity. In Brazil, the construction and management of its metropolitan areas have been intended as a showcase of modernity and cultural development for the outside world (especially Europe and later the United States) to see. Brazilian cities are also the settings and results of intense social relationships. In this course we try to understand the relationship between spatial design and sociocultural identity through particular discussions of (im)migration, globalization, architecture, history, and ideology. In our conversations about Sao Paulo, Rio de Janeiro, Brasília, Salvador, and Porto Alegre, we come to understand that places are always social and thus necessitate an analysis of race, class, gender, and sexuality.

Credit 3 units. A&S: SS, SD BU: IS

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**L97 IAS 326B. Latin American Politics**

Same as Pol Sci 326B

Credit 3 units. A&S: SS BU: IS FA: SSP

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**L97 IAS 3273. Introduction to Israel Studies**

Same as JNE 3273

Credit 3 units. A&S: TH BU: IS

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**L97 IAS 327B. African Politics**

Same as Pol Sci 327B

Credit 3 units. A&S: SS BU: IS FA: SSP

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**L97 IAS 3280. Political Intolerance in World Politics**

Same as Pol Sci 3280

Credit 3 units. A&S: SS BU: IS

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**L97 IAS 3282. Sexuality in Africa**

Same as AFAS 3282

Credit 3 units. A&S: SS, CD BU: BA FA: SSP

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**L97 IAS 3290. Italian Neorealism**

Same as Film 329

Credit 3 units. A&S: TH BU: IS

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**L97 IAS 3291. History of German Cinema**

Same as Film 328

Credit 3 units. A&S: TH BU: IS

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**L97 IAS 3292. Topics in Politics: Modern South Asian Politics**

Same as Pol Sci 3292

Credit 3 units. A&S: SS BU: HUM, IS FA: SSP

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**L97 IAS 3293. Religion and Society**

Same as Anthro 3293

Credit 3 units. A&S: SS BU: ETH

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**L97 IAS 3301. Topics in Chinese Literature and Culture**

Same as Chinese 330

Credit 3 units. A&S: TH, CD BU: IS

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**L97 IAS 3313. Women and Islam**

Same as Anthro 3313

Credit 3 units. A&S: SS, CD BU: BA FA: SSP

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**L97 IAS 3317. Hispanic Art/Arte Hispano**

Same as Span 331

Credit 3 units. A&S: TH BU: IS FA: AH

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**L97 IAS 332. Topics in Politics: Constitutionalism and Democracy**

Same as Pol Sci 3321

Credit 3 units. A&S: SS BU: BA

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**L97 IAS 3321. Topics in Film Studies: Italian Cinema**

Same as Ital 332

Credit 3 units. A&S: TH BU: IS FA: AH, Lit

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**L97 IAS 3322. Brave New Crops**

Same as Anthro 3322

Credit 3 units. A&S: SS BU: IS FA: NSM

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**L97 IAS 3323. The Classical Voice in Japanese Literature**

Same as Japan 332C

Credit 3 units. A&S: TH, CD BU: HUM FA: Lit

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**L97 IAS 3326. Modern Third World**

Same as Anthro 3326

Credit 3 units. A&S: SS

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**L97 IAS 332B. Environmental and Energy Issues**

Same as Pol Sci 332B

Credit 3 units. A&S: SS BU: ETH FA: SSP

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**L97 IAS 333. The Holocaust: the Experience of European Jewry**

Same as History 333

Credit 3 units. A&S: TH, SD BU: ETH, HUM, IS FA: SSP

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**L97 IAS 3331. The Modern Voice in Japanese Literature**

Same as Japan 333C

Credit 3 units. A&S: TH, CD BU: ETH FA: Lit

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**L97 IAS 3350. The Jews in the Modern World**

Same as History 335C

Credit 3 units. A&S: TH, CD BU: ETH, HUM FA: SSP

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**L97 IAS 3351. Spanish American Literature I**

Same as Span 335C

Credit 3 units. A&S: TH, CD BU: IS FA: Lit

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**L97 IAS 3352. Topics in Italian Cinema: Pier Paolo Pasolini: Ideology, Sexuality, Representation**

Same as Ital 334

Credit 3 units. A&S: TH BU: IS FA: AH

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**L97 IAS 3354. The Ancient Maya: Archaeology and History**

Same as Anthro 3351

Credit 3 units. A&S: SS, CD

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**L97 IAS 3355. Spanish-American Literature of the Long 19th Century: From Empire to Nation**

Same as Span 3352

Credit 3 units. A&S: TH

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**L97 IAS 3360. The Floating World in Japanese Literature**

Same as Japan 336

Credit 3 units. A&S: TH, CD, SD FA: Lit

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**L97 IAS 3361. Spanish American Literature II**

Same as Span 336C

Credit 3 units. A&S: TH, CD BU: IS FA: Lit

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**L97 IAS 3365. Cinema and Ireland**

Same as Film 336

Credit 3 units. A&S: LA, CD BU: IS

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**L97 IAS 3400. History of World Cinema**

Same as Film 340

Credit 3 units. A&S: TH, CD BU: HUM, IS FA: AH

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**L97 IAS 3402. German Literature and the Modern Era**

Same as German 340C

Credit variable, maximum 4 units. A&S: TH, CD BU: ETH, IS FA: Lit

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**L97 IAS 3403. Topics in Politics:**

Same as Pol Sci 340

Credit 3 units. A&S: SS FA: SSP

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**L97 IAS 3410. Literature of Early and Imperial China**

Same as Chinese 341

Credit 3 units. A&S: TH, CD, SD BU: HUM FA: Lit

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**L97 IAS 3411. Problems of Political, Legal and Social Ethics**

Same as Phil 341

Credit 3 units. A&S: TH

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**L97 IAS 3414. Transnational Cinema(s): Film Flows in a Changing World**

Same as Film 341

Credit 3 units. A&S: LA

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**L97 IAS 342. Literature of Modern and Contemporary China**

Same as Chinese 342

Credit 3 units. A&S: TH, CD, SD BU: ETH FA: Lit

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**L97 IAS 3427. Buddhas, Gods, Emperors and Conquerors: Indian Painting from the 6th Century to the Present**

Same as Art-Arch 3427

Credit 3 units. A&S: TH, CD

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**L97 IAS 343. Text, Memory and Identity**

This course explores issues of collective memory and identity through the study of texts such as national myths and official histories taught in schools. The focus is on texts themselves and how they are produced (e.g., by the state, popular culture) and consumed. The course has two components, methodological and analytical. In the first, we read a number of theoretical works devoted to definitions of the text from a historical and structural point of view. In the second, we analyze various key works that have played a crucial role in the formation of communities of memory and identity and the borders that separate them. The course is comparative, multidisciplinary, and international in its scope.

Credit 3 units. A&S: TH

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**L97 IAS 3430. Capitalism, Exchange and Inequality in Africa**

Same as AFAS 343

Credit 3 units. A&S: SS, CD, SD

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**L97 IAS 344. Introduction to European Studies**

This course provides an introduction to the study of contemporary Europe through an historical examination of the traditions that have shaped European civilization and continue to define it today. Most of the semester looks at legal traditions, economic traditions, religious traditions, political traditions, and military traditions, through the study of original documents and excerpts from major works. Although the exploration of these traditions sometimes go back to the ancient work, most of the semester focuses on modern Europe since 1750. After the study of these traditions, the final portion of the semester considers contemporary Europe since 1945, considering such subjects as the Cold War and the European Union. Course is required for IAS students in the EuSt track.

Credit 3 units. A&S: TH, CD BU: IS

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**L97 IAS 3444. Thinking the Post-War World: Intellectual & Cultural History since the Holocaust**

Same as History 3444

Credit variable, maximum 4 units. A&S: TH

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**L97 IAS 3453. Modern Germany**

Same as History 3450

Credit 3 units. A&S: TH, CD BU: IS

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**L97 IAS 3460. British Enlightenment Culture**

Same as E Lit 346

Credit 3 units. A&S: TH BU: IS

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**L97 IAS 3461. Zen Buddhism**

Same as Re St 3461

Credit 3 units. A&S: TH BU: ETH FA: SSP

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**L97 IAS 3480. Hindu Traditions**

Same as Re St 348

Credit 3 units. A&S: TH, CD, SD BU: ETH

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**L97 IAS 3482. Masterpieces of Literature**

Same as E Lit 348

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

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**L97 IAS 350. Israeli Culture and Society**

Same as JNE 350

Credit 3 units. A&S: TH, CD, SD BU: HUM FA: SSP

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**L97 IAS 3500. The 19th Century Russian Novel**

Same as Russ 350C

Credit 3 units. A&S: TH, SD, WI BU: HUM FA: Lit

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**L97 IAS 3520. Literature of Modern and Contemporary Korea**

Same as Korean 352

Credit 3 units. A&S: TH, CD, SD BU: IS

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**L97 IAS 3521. Introduction to Postcolonial Literature and Theory**

Same as E Lit 3520

Credit 3 units. A&S: TH, CD, SD

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**L97 IAS 3524. Conquest & Colony: Cultural Encounters in the New World**

Same as History 3520

Credit 3 units. A&S: TH, CD

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**L97 IAS 3550. Topics in Korean Literature and Culture**

Same as Korean 355

Credit 3 units. A&S: TH, CD, SD

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**L97 IAS 3552. Modern France Since 1870**

Same as History 3552

Credit 3 units. A&S: TH BU: IS

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**L97 IAS 3553. Revolution and Empire: Modern France to 1870**

Same as History 3553

Credit 3 units. A&S: TH BU: HUM, IS

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**L97 IAS 3554. Political Economy of Democracy**

Same as Pol Sci 3552

Credit 3 units. A&S: SS

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**L97 IAS 356C. 20th Century Russian History**

Same as History 356C

Credit 3 units. A&S: TH BU: IS FA: SSP

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**L97 IAS 357B. Gender and Politics in Global Perspective**

Same as Pol Sci 357B

Credit 3 units. A&S: SS, SD BU: HUM FA: SSP

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**L97 IAS 359. Topics in European History: Modern European Women**

Same as History 359

Credit 3 units. A&S: TH, SD BU: IS FA: SSP

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**L97 IAS 3598. The First World War and the Making of Modern Europe**

Same as History 3598

Credit 3 units. A&S: TH BU: IS

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**L97 IAS 360. Directed Readings in International and Area Studies**

These courses are designed to offer a greater breadth for IAS majors in disciplines that typically require prerequisites at the advanced level. To be granted credit toward the IAS major, students must complete additional work as determined by the instructor.

Credit 3 units. A&S: TH

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**L97 IAS 3601. The Traffic in Women and Contemporary European Cinema**

Same as Hum 360

Credit 3 units. A&S: TH, CD, SD

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**L97 IAS 361. Culture and Environment**

Same as Anthro 361

Credit 3 units. A&S: SS BU: ETH FA: SSP

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**L97 IAS 3612. Population and Society**

Same as Anthro 3612

Credit 3 units. A&S: SS BU: IS

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**L97 IAS 3640. Literature and Ethics**

Same as Comp Lit 364

Credit 3 units. A&S: TH BU: ETH

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**L97 IAS 365. Theatre Culture Studies III: Melodrama to Modernism**

Same as Drama 365C

Credit 3 units. A&S: TH BU: ETH FA: Lit, SSP

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**L97 IAS 366. Women and Film**

Same as Film 366

Credit 3 units. A&S: TH, SD BU: HUM

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**L97 IAS 3670. Gurus, Saints and Scientists: Religion in Modern South Asia**

Same as Re St 3670

Credit 3 units. A&S: TH, CD BU: ETH

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**L97 IAS 3680. The Cold War: 1945 - 1991**

Same as History 3680

Credit 3 units. A&S: TH FA: SSP

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**L97 IAS 3690. Politics of International Trade**

Same as Pol Sci 3690

Credit 3 units. A&S: SS BU: IS

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**L97 IAS 3691. Kill Assessment: An Investigation into Death, Genocide, and Other Forms of Violence**

Same as Anthro 3691

Credit 3 units. A&S: SS BU: BA

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**L97 IAS 3720. Political Economy of Development in Africa**

Same as Econ 372

Credit 3 units. A&S: SS, CD, SD

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**L97 IAS 373. International Political Economy**

Same as Pol Sci 373

Credit 3 units. A&S: SS BU: IS FA: SSP

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**L97 IAS 3731. History of US Foreign Relations to 1914**

Same as History 373

Credit 3 units. A&S: TH BU: HUM, IS FA: SSP

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**L97 IAS 3741. History of US Foreign Relations Since 1950**

Same as History 3741

Credit 3 units. A&S: TH BU: HUM, IS FA: SSP

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**L97 IAS 375. Screening the Holocaust**

Same as Film 375

Credit 3 units. A&S: TH BU: BA FA: AH

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**L97 IAS 3750. Topics in Russian Culture:**

Selected fiction, poetry, memoiristic literature and journalism from the medieval period to the current war in Chechnya, with forays into pictorial arts and film; all considered in cultural and historical context. Key episodes in stories that have defined and redefined national identity in conflict with other peoples; shifting paradigms of heroism; militant provocations and profound arguments for pacifism; literary conventions, clichés, and metaphysical abstractions. All readings in translation.

Credit 3 units. A&S: TH, WI

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**L97 IAS 3781. Topics in Politics: Israeli Politics**

Same as Pol Sci 3781

Credit 3 units. A&S: SS, CD BU: IS FA: SSP

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**L97 IAS 3782. Topics in Comparative Politics: Terrorism and Political Violence**

Same as Pol Sci 3782

Credit 3 units. A&S: SS BU: BA

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**L97 IAS 3783. Modern Art, Theory and Criticism, 1905 - 1960**

Same as Art-Arch 3782

Credit 3 units. A&S: TH BU: HUM FA: AH

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**L97 IAS 3800. Surveys of Hispanic Cultures**

Same as Span 380

Credit 3 units. A&S: TH, CD BU: ETH

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**L97 IAS 3802. Sacred Shrines and Holy Places**

Same as Re St 3802

Credit 3 units. A&S: TH, CD BU: ETH FA: SSP

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**L97 IAS 382. Latin American DissemiNations: Migrations and Identities in the 20th and 21st Centuries**

Latin America has been, historically, a region defined by its migrations. Throughout its history, Latin America has received waves of immigrants from around the world and has been the site both of internal migrations (country to city and country to country) and a considerable diaspora that has created new communities in the United States and Europe. Through the reading of fiction, film, art, and memoirs, this class seeks to study the cultural impact that different waves of migration has had both in the establishment of political and imaginary borders and in the constitution of new national, regional, and transnational identities. The class approaches case studies that encompass the effect of internal migrations in the region (such as the racial politics of Bolivian immigration to Argentina); the social redefinitions of Latin-American countries due to new waves of immigrants (such as the increasing Asian immigration to Panama); the articulation of a Latin America in exile (for instance, through the experiences of exiles from the Southern Cone dictatorships); and the construction of new "Latino" identities in the United States and Europe (such as the debates around Chicano identity constructed on the works of Gloria Anzaldúa and Richard Rodríguez), among others. Through these case studies, students not only get snapshots of different "Latin-American Crossings." The class also tackles the question of new, fluid notions of Latin-American culture and identity, as well as changing notions of race, ethnicity, class, and gender, as they are being redefined in the contemporary world. Prerequisite: IAS 165C (Survey of Latin-American Culture)

Credit 3 units. A&S: TH, SD BU: IS

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**L97 IAS 383. Reading the Scores: Understanding Brazilian Music through Social Categories**

This course examines Brazilian culture and history through the lens of music and music-making. This final term "music-making" is a key term throughout the semester, as, for the purposes of this course, our interest in music is social and cultural. That is to say, we concern ourselves with sound production as a contextualized social activity, not simply notes and arrangements printed on the page. We discuss various genres of music-from folk to pop to traditional to elite "classical" pieces. Fundamentally speaking, this is a writing-intensive course, which means that we dedicate a significant amount of time and energy to the task of writing (a lot of revising and editing) about music and culture.

Credit 3 units. A&S: SS, WI BU: IS

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**L97 IAS 3831. Art in the Age of Revolution, 1789 - 1848**

Same as Art-Arch 3831

Credit 3 units. A&S: TH BU: HUM FA: AH

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**L97 IAS 3833. Realism and Impressionism**

Same as Art-Arch 3833

Credit 3 units. A&S: TH BU: HUM FA: AH

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**L97 IAS 3838. Modern Art in Fin-de-Siecle Europe, 1880-1907**

Same as Art-Arch 3838

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

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**L97 IAS 3875. Dada and Surrealism in Europe and the US**

Same as Art-Arch 3875

Credit 3 units. A&S: TH

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**L97 IAS 3878. Britain and its Empire from 1688 to 1870**

Same as History 3878

Credit 3 units. A&S: TH BU: IS

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**L97 IAS 3879. Britain and Its Empire Since 1870**

Same as History 3879

Credit 3 units. A&S: TH BU: IS

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**L97 IAS 3880. The Russian Revolution**

Same as History 38R8

Credit 3 units. A&S: TH, WI BU: IS

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**L97 IAS 3881. Women, Men and Gender in Africa**

Same as History 38A8

Credit 3 units. A&S: TH, CD, WI BU: BA

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**L97 IAS 3883. Religion and Politics in South Asia**

Same as History 38C8

Credit 3 units. A&S: TH, CD, WI

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**L97 IAS 3891. East Asia Since 1945: from Empire to Cold War**

Same as History 3891

Credit 3 units. A&S: TH, CD

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**L97 IAS 3892. Modern Sculpture: Canova to Koons**

Same as Art-Arch 3892

Credit 3 units. A&S: TH

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**L97 IAS 3920. South Asian Traditions in Practice: Ritual, Spectacle, Self**

Same as Re St 392

Credit 3 units. A&S: TH, CD BU: ETH

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**L97 IAS 395C. African Civilization: 1800 to the Present**

Same as AFAS 322C

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

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**L97 IAS 398. Rivers: a Comparative Approach to Chinese and World History, 1500 - 1900**

Same as History 39S8

Credit 3 units. A&S: TH, WI

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**L97 IAS 399. To Russia and Return: Travel, Literature and History**

Same as History 39X9

Credit 3 units. A&S: TH, WI

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**L97 IAS 400. Independent Study**

Prerequisite: permission of the director of the International and Area Studies program. All tracks.

Credit variable, maximum 3 units.

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**L97 IAS 4001. Urban Education in Multiracial Societies**

Same as URST 400

Credit 3 units. A&S: SS, WI

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**L97 IAS 4002. ANELL Senior Seminar: Translation**

Same as ANELL 400

Credit 3 units. A&S: TH, CD

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**L97 IAS 402. The Meaning of National Security in the 21st Century**

The 21st century has brought with it new challenges to national security. Standard assumptions about nations and the borders that separate them have been brought into question, and one of the results of this is that the very meaning of national security is undergoing change. Instead of threats to security coming from outside national boundaries, they now often exist within and across borders. This course focuses on contemporary ideas about these issues. It includes a brief overview of current discussions of national security, but it is primarily devoted to examining the conceptual resources we have for making sense of national security in a new world.

Credit 3 units. A&S: SS

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**L97 IAS 4021. Transnational Reproductive Health Issues: Meanings, Technologies, Practices**

Same as WGSS 402

Credit 3 units. A&S: SS, CD BU: BA

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**L97 IAS 4033. Topics in East Asian Religions:**

Same as Re St 403

Credit 3 units. A&S: TH, CD

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**L97 IAS 4040. Germany Today**

Same as German 404

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

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**L97 IAS 4041. Islam and Politics**

Same as Anthro 4041

Credit 3 units. A&amp;S: SS, CD BU: IS FA: SSP

**L97 IAS 4042. Islam Across Cultures**

Same as Anthro 4042

Credit 3 units. A&amp;S: SS, CD FA: SSP

**L97 IAS 4043. Competing Ideologies and Nationalisms in the Arab-Israeli Arena**

Same as JNE 4042

Credit 3 units. A&amp;S: SS BU: IS

**L97 IAS 4044. The Politics of Secularism**

Same as Anthro 4044

Credit 3 units. A&amp;S: SS

**L97 IAS 4045. Modern Civil Conflicts and Conflict Solutions**

Same as Anthro 4045

Credit 3 units. A&amp;S: SS

**L97 IAS 4046. Greater Central Asia in Crisis**

Same as Anthro 4043

Credit 3 units. A&amp;S: SS, CD

**L97 IAS 4050. Diaspora in Jewish and Islamic Experience**

Same as JNE 405

Credit 4 units. A&amp;S: TH

**L97 IAS 4052. Topics in Political Thought: Politics of Religious and Cultural Pluralism**

Same as Pol Sci 405

Credit 3 units. A&amp;S: SS BU: ETH FA: SSP

**L97 IAS 4070. Global Justice**

Same as Pol Sci 4070

Credit 3 units. A&amp;S: SS

**L97 IAS 4090. Gender, Sexuality and Change in Africa**

Same as AFAS 409

Credit 3 units. A&amp;S: SS, SD, WI FA: SSP

**L97 IAS 4101. German Literature and Culture, 1750 - 1830**

Same as German 4101

Credit 3 units. A&amp;S: TH, CD, WI FA: Lit

**L97 IAS 4102. German Literature and Culture: 1830 - 1914**

Same as German 4102

Credit 3 units. A&amp;S: TH, CD, WI FA: Lit

**L97 IAS 4104. Studies in Genre:**

Same as German 4104

Credit 3 units. A&amp;S: TH, CD, WI FA: SSP

**L97 IAS 4105. Topics in German Studies:**

Same as German 4105

Credit 3 units. A&amp;S: TH, CD, WI FA: SSP

**L97 IAS 4134. The AIDS Epidemic: Inequalities, Ethnography and Ethics**

Same as Anthro 4134

Credit 3 units. A&amp;S: SS, SD

**L97 IAS 4140. Readings in Classical Chinese Philosophy**

Same as Chinese 414

Credit 3 units. A&amp;S: TH, CD

**L97 IAS 4154. Postcolonial South Asia: Nations, Cultures and Identities**

Same as History 4154

Credit 3 units. A&amp;S: TH, SD

**L97 IAS 417. Topics in African History: Middle Passages: African Americans and South Africa**

Same as AFAS 417

Credit 3 units. A&amp;S: TH, CD BU: BA

**L97 IAS 4180. Gender and Sexuality in East Asian Religions**

Same as Re St 418

Credit 3 units. A&amp;S: TH, CD, SD

**L97 IAS 4192. Tragedy and Farce in African Francophone Literature**

Same as French 4192

Credit 3 units. A&amp;S: TH

**L97 IAS 420. Islam, Immigrants and the Future of European Culture**

Coming from Turkey, North and West Africa, Pakistan, and elsewhere, Muslim immigrants in Europe are changing what it means to be a European. In the process, they have brought questions of cultural identity into the international media. Examining literature, the press, and secondary studies, this writing-intensive course studies the ways in which national governments and institutions have chosen to deal with the arrival of large numbers of Muslims as permanent residents. We consider what the various controversies and prejudices surrounding their presence mean for the future of European culture. Such issues as citizenship, assimilation, the right to cultural difference, and the use of cultural and reli-

gious symbols are among our major interests. No foreign language background is assumed. Priority is given to IAS majors for this WI course.

Credit 3 units. A&S: TH, WI

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**L97 IAS 422. Europe, an Imagined Community: Essays on Identity since 1750: Literature, Thought, Art and Politics**

Nation states and their cultures have been changed by globalization. Within this process, continentalization 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 read essays on Europe (its identity, its cultural diversity, and its cultural roots, contemporary problems, and future goals) by writers such as 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 discuss studies reinventing Europe by philosophers such as the Abbé de Saint-Pierre, Kant, Hegel, Nietzsche, and Ortega y Gasset; we deal with the mythological figure of Europa and her resurrections in the world of art; we study the Nazarene painters of the early 19th century in Rome and discuss portraits of Bonaparte by French painters of the time. Comparative Literature students meet with the instructor for an additional two hours per month.

Credit 3 units. A&S: TH, CD BU: BA

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**L97 IAS 4231. Western Economic History**

Same as Econ 423

Credit 3 units. A&S: SS BU: IS FA: SSP

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**L97 IAS 4232. Contemporary Issues in Latin America**

Same as Pol Sci 4231

Credit 3 units. A&S: SS BU: IS FA: SSP

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**L97 IAS 4240. Latin American Literature and Theory: Reading the State, Culture and Desire**

Same as Span 424

Credit 3 units. A&S: TH

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**L97 IAS 4241. Topics in Literature: Religious Transformations in the Early Modern Americas**

Same as E Lit 424

Credit 3 units. A&S: TH FA: Lit

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**L97 IAS 4242. Social Movements**

Same as Anthro 4242

Credit 3 units. A&S: SS, CD, SD FA: SSP

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**L97 IAS 4243. "Terrorism" and "The Clash of Civilization"**

Same as Anthro 4243

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Credit 3 units. A&S: SS, CD

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**L97 IAS 425. Senior Project Seminar**

In this course, students undertake supervised research as part of their capstone experience, which may take the form of a senior project or an honors thesis. Seniors who choose to do their capstone experience in International and Area Studies enroll in this course in the spring semester. Students who are writing an honors thesis are encouraged to enroll in at least one independent study course prior to this as well. At the end of the semester, all students participate in a poster session in which they present the results of their projects and discuss the implications of their work for future research. All tracks.

Credit variable, maximum 3 units. A&S: SS

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**L97 IAS 4253. Researching Fertility, Mortality and Migration**

Same as Anthro 4253

Credit 3 units. A&S: SS, WI

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**L97 IAS 4260. Latin American Theater**

Same as Span 426

Credit 3 units. A&S: TH, SD FA: AH

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**L97 IAS 4262. Racialization, Engendering and Articulation: Theories of Identity Formation**

Same as Anthro 4262

Credit 3 units. A&S: SS

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**L97 IAS 4263. The Erotics of Violence in Latin America**

Same as Span 4261

Credit 3 units. A&S: TH

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**L97 IAS 4274. Palestine, Israel and the Arab-Israeli Conflict**

Same as History 4274

Credit 3 units. A&S: TH

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**L97 IAS 4280. Spanish-American "Traditional" Novel**

Same as Span 4281

Credit 3 units. A&S: TH, SD FA: Lit

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**L97 IAS 4281. Comparative Political Parties**

Same as Pol Sci 4281

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L97 IAS 4282. Political Ecology**

Same as Anthro 4282

Credit 3 units. A&S: SS FA: SSP

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**L97 IAS 4284. The New Sicilian School**

Same as Ital 428

Credit 3 units. A&S: TH FA: Lit

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**L97 IAS 430. Latin American Essay**

Same as Span 430

Credit 3 units. A&S: TH FA: Lit

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**L97 IAS 431. Latin American Poetry I**

Same as Span 431

Credit 3 units. A&S: TH FA: Lit

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**L97 IAS 4323. Latin American Poetry II**

Same as Span 432

Credit 3 units. A&S: TH FA: Lit

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**L97 IAS 4324. Divergent Voices: Italian Women Writers**

Same as Ital 432

Credit 3 units. A&S: TH, SD, WI FA: Lit

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**L97 IAS 4330. Literature of the Italian Enlightenment**

Same as Ital 433

Credit 3 units. A&S: TH, WI FA: Lit

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**L97 IAS 4352. Open Economy Macroeconomics**

Same as Econ 435

Credit 3 units. A&S: SS FA: SSP

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**L97 IAS 4362. Local Genders, Global Transformations**

Same as Anthro 4362

Credit 3 units. A&S: SS FA: SSP

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**L97 IAS 4370. Global Feminisms**

Same as WGSS 437

Credit 3 units. A&S: SS, SD

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**L97 IAS 4371. Caffe, Cadavers, Comedy and Castrati: Italy and the Age of the Grand Tour**

Same as Ital 437

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

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**L97 IAS 4372. Contemporary Korean I: Topics in Korean Literature and Culture**

Same as Korean 437

Credit 3 units. A&S: LA BU: IS

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**L97 IAS 4380. Contemporary Korean II: Topics in Korean Literature and Culture**

Same as Korean 438

Credit 3 units. A&S: LA BU: IS

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**L97 IAS 4392. Capitalism and Culture: New Perspectives in Economic Anthropology**

Same as Anthro 4392

Credit 3 units. A&S: SS, SD

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**L97 IAS 442. European Intellectual History: 1789 - 1890**

Same as History 442

Credit variable, maximum 4 units. A&S: TH BU: IS FA: SSP

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**L97 IAS 4420. Oil Wars: America and the Cultural Politics of Global Energy**

Same as AMCS 442

Credit 3 units. A&S: SS

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**L97 IAS 4422. History, Memory and Collective Identities**

Same as History 4422

Credit 3 units. A&S: TH FA: SSP

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**L97 IAS 4425. European Cultures: Victorian England to Weimar Germany**

Same as History 4425

Credit 3 units. A&S: TH

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**L97 IAS 443. European Intellectual History: 1890 - 1930**

Same as History 443

Credit variable, maximum 4 units. A&S: TH FA: SSP

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**L97 IAS 4433. Space, Power and Piety: the Architecture of Mughal India**

Same as Art-Arch 4431

Credit 3 units. A&S: TH, CD

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**L97 IAS 4436. Imperial Art of Ancient India**

Same as Art-Arch 4436

Credit 3 units. A&S: TH, CD

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**L97 IAS 444. European Intellectual History, 1930 - 2000**

Same as History 444

Credit variable, maximum 4 units. A&S: TH FA: SSP

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**L97 IAS 4442. The Jewish Experience in Eastern Europe**

Same as History 4442

Credit 3 units. A&S: TH, CD FA: SSP

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**L97 IAS 4446. European Social History: 1750 - 1930**

Same as History 4446

Credit 3 units. A&S: TH

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**L97 IAS 4450. Japanese Fiction**

Same as Japan 445

Credit 3 units. A&S: TH, CD, WI FA: Lit

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**L97 IAS 4451. Contemporary Politics in India**

Same as Pol Sci 4451

Credit 3 units. A&S: SS, CD BU: IS

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**L97 IAS 446. The Japanese Theater**

Same as Japan 446

Credit 3 units. A&amp;S: TH, CD, SD FA: Lit

**L97 IAS 4470. Japanese Film**

Same as Japan 447

Credit 3 units. A&amp;S: TH FA: Lit

**L97 IAS 4471. Spanish American Women Writers I**

Same as Span 4471

Credit 3 units. A&amp;S: TH, SD FA: Lit

**L97 IAS 4472. Spanish American Women Writers II**

Same as Span 4472

Credit 3 units. A&amp;S: TH, SD FA: Lit

**L97 IAS 448. Japanese Poetry**

Same as Japan 448

Credit 3 units. A&amp;S: TH FA: Lit

**L97 IAS 4480. Russian Intellectual History**

Same as History 4480

Credit 3 units. A&amp;S: TH BU: IS

**L97 IAS 4485. Topics in Irish Literature**

Same as E Lit 4485

Credit 3 units. A&amp;S: TH

**L97 IAS 4490. Modern Japanese Women Writers: Madame Butterfly's Delinquent Daughters**

Same as Japan 449

Credit 3 units. A&amp;S: TH, CD, SD, WI BU: HUM

**L97 IAS 449C. Imperial Russia**

Same as History 449C

Credit 3 units. A&amp;S: TH FA: SSP

**L97 IAS 4517. Anthropology and Development**

Same as Anthro 4517

Credit 3 units. A&amp;S: SS, WI

**L97 IAS 452. Immigration, Identity and New Technology**

This course examines how immigration is being transformed by changes in information and communication technology. With these new technologies, immigrants can stay in contact with family and friends much more easily, travel to and maintain relationships in their home countries, and form bonds with other immigrants in the new country. How do these changes affect how immigrants view themselves in their new countries? Are they more or less likely to settle permanently? Do they change their patterns of political participation? We answer these and other questions using liter-

ature from sociology, communication, psychology, anthropology, and political science. Students are expected to explore internet sources as well as traditional materials.

Credit 3 units. A&amp;S: SS, SD

**L97 IAS 4533. Narratives of Fear: Violence in Latin American Literature**

Same as Span 4533

Credit 3 units. A&amp;S: TH

**L97 IAS 4560. English Novel of the 19th Century**

Same as E Lit 456

Credit 3 units. A&amp;S: TH FA: Lit

**L97 IAS 457. Gender and Modernity in Latin America**

The purpose of this course is to introduce students to the particular forms modernity assumes in Latin-American countries and to the ways in which national cultures, identity politics, and gender issues interweave during the 20th century. The course discusses three particular 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 are introduced to the specific features that characterized three very different but representative cultural scenarios in Latin America. In each case, the context for the emergence of these highly influential public figures is studied from historical, social, and cultural perspectives. In order to explore the cultural and political significance of Eva Peron, Frida Kahlo, and Rigoberta Menchu, the course uses literary texts (speeches, letters, diaries, etc.), visual materials (photography, films, and paintings), and critical bibliography.

Credit 3 units. A&amp;S: TH

**L97 IAS 4581. Bubblegum, Baseball and Boom: Latin American Cities Go Pop**

The goal of this course is two-fold. First, it aims at greater familiarization with urban Latin America vis-à-vis popular culture ("bubblegum"), sports ("baseball"), and post-dictatorship/violence literature ("boom"). Second, the course offers a range of theoretical texts in social sciences, cultural studies, and literary criticism focused on Latin America empirically but of a larger, more general value. In addition, this is a writing-intensive course, the mechanics of which help structure the nuts-and-bolts of the course. Students are evaluated on how they are able to articulate the ideas and descriptions embedded in the reading material to their own interpretations and their own mini-projects. This is an advanced undergraduate/graduate course, in which students must come prepared to engage in an intense schedule of reading, writing, and discussion.

Credit 3 units. A&amp;S: SS, WI

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**L97 IAS 459. Major Film Directors**

Same as Film 458

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

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**L97 IAS 460. Postmodern Narratives in Latin America**

This course analyzes some critical and theoretical texts on modernity/postmodernity as well as representative novels and films of the post-Boom era that illustrate the topics of urban violence, sexuality, and marginality in several Latin-American countries.

Credit 3 units. A&S: TH

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**L97 IAS 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 discussed in class are: colonialism and coloniality, national culture, dependency theory, cultural antropofagia, lettered city, miscegenation, heterogeneity, hybridity, transculturation, peripheral modernity, media and mediation, postmodernity, postcoloniality, and collective memory.

Credit 3 units. A&S: TH

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**L97 IAS 4615. Caricature: The Culture and Politics of Satire**

Same as Art-Arch 4615

Credit 3 units. A&S: TH

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**L97 IAS 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: IAS 165C (Survey of Latin-American Culture) or an advanced-level course on Latin America.

Credit 3 units. A&S: TH

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**L97 IAS 463. Seminar on Urban Cultures in Latin America**

The course focuses on the key role urban development and urban cultures have had in Latin America, with particular emphasis on contemporary times. The goal of the course is to discuss the connections between the formation and expansion of cities, the definitions of citizenship, and the role of modernity in the development of "high" and "popular" cultures within different historical and geocultural contexts. Particular attention is paid to the issues of race, class, and gender. The course, which uses an interdisciplinary and comparative approach, also focuses on the phenomena of marginality, cultural resistance, nationalism, and consumerism as well as on the role played by the media in contem-

porary Latin-American societies. Some of the cultural expressions analyzed in the course are music (rock, pop, rap), sports, film, and video. Prerequisite: IAS 165C (Survey of Latin-American Culture).  
Credit 3 units. A&S: TH

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**L97 IAS 464. Nation and Desire in Latin America**

The purpose of this course is to analyze the process of nation formation in Latin America from the imaginaries of the "Creole nation" to the first half of the 20th century. Class discussion encompasses the study of theories on nation formation and nationalism as well as textual representations of national projects, such as Simon Bolivar's letters and discourses, selections from Facundo, Civilization, and Barbarism by Domingo F. Sarmiento; selected texts by Andres Bello, Alfonso Reyes, et al; Ariel, by J.E. Rodo; Pedro Henriquez Urena's Seis ensayos en busca de nuestra expresion; Jose Vasconcelos' La raza cosmica; José Carlos Mariategui's Siete ensayos de interpretacion de la realidad peruana; and José Martí's "Nuestra 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: TH

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**L97 IAS 4641. Japanese Textual Analysis**

Same as Japan 464

Credit 3 units. A&S: LA

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**L97 IAS 467. The Chinese Theater**

Same as Chinese 467

Credit 3 units. A&S: TH, CD, SD FA: AH

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**L97 IAS 4675. Beyond the Harem: Women, Gender and Revolution**

Same as History 4675

Credit 3 units. A&S: TH, CD, SD BU: BA

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**L97 IAS 4700. Readings in Chinese Literature**

Same as Chinese 470

Credit 3 units. A&S: TH FA: Lit

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**L97 IAS 4710. Topics in Modern Arabic Literature in Translation: Modern Arabic Narratives: Self, Society & Culture**

Same as Arab 471

Credit 3 units. A&S: TH BU: ETH FA: Lit

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**L97 IAS 4711. Topics in Japanese Culture**

Same as East Asia 471

Credit 3 units. A&amp;S: TH FA: SSP

**L97 IAS 4712. Topics in Religious Studies: Gender and Religion in China**

Same as Re St 4711

Credit 3 units. A&amp;S: TH FA: SSP

**L97 IAS 4713. Development Economics**

Same as Econ 471

Credit 3 units. A&amp;S: SS

**L97 IAS 4720. Spanish 19th Century Novel**

Same as Span 472

Credit 3 units. A&amp;S: TH FA: Lit

**L97 IAS 4730. Political Economy of Multinational Enterprises**

Same as Pol Sci 4730

Credit 3 units. A&amp;S: SS

**L97 IAS 4735. Modeling the Second World War**

Same as History 4735

Credit 3 units. A&amp;S: TH

**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&amp;S: SS

**L97 IAS 4752. Topics in International Politics:**

Same as Pol Sci 475

Credit 3 units. A&amp;S: SS BU: IS FA: SSP

**L97 IAS 4753. International Trade**

Same as Econ 475

Credit 3 units. A&amp;S: SS BU: IS FA: SSP

**L97 IAS 476. Reading Seminar in Chinese Traditional Fiction**

Same as Chinese 476

Credit 3 units. A&amp;S: TH FA: Lit

**L97 IAS 4761. Politics of International Finance**

Same as Pol Sci 4761

Credit 3 units. A&amp;S: SS FA: SSP

**L97 IAS 479. Reading Seminar in Modern Chinese Literature**

Same as Chinese 479

Credit 3 units. A&amp;S: TH, CD BU: ETH FA: Lit

**L97 IAS 4790. Seminar in Religious Studies: Engendering Religious Studies**

Same as Re St 479

Credit 3 units. A&amp;S: TH, SD

**L97 IAS 4792. Globalization and National Politics**

Same as Pol Sci 4792

Credit 3 units. A&amp;S: SS FA: SSP

**L97 IAS 4800. Topics in Buddhist Traditions**

Same as Re St 480

Credit 3 units. A&amp;S: TH FA: SSP

**L97 IAS 4801. Reading Seminar in Popular Literature and Culture: Writing Stories in Late Imperial China**

Same as Chinese 480

Credit 3 units. A&amp;S: TH FA: Lit

**L97 IAS 481. Reading Seminar in Religion and Chinese Literature**

Same as Chinese 481

Credit 3 units. A&amp;S: TH FA: Lit

**L97 IAS 4816. Art and Culture in Fin-de-Siecle Europe**

Same as Art-Arch 4816

Credit 3 units. A&amp;S: TH FA: AH

**L97 IAS 482. Reading Seminar in Gender and Chinese Literature**

Same as Chinese 482

Credit 3 units. A&amp;S: TH FA: Lit

**L97 IAS 4834. Health, Healing and Ethics: Comparative Perspectives on Sickness and Society**

Same as Anthro 4834

Credit 3 units. A&amp;S: SS

**L97 IAS 484. Core Seminar in East Asian Studies:**

Same as East Asia 484

Credit 3 units. A&amp;S: TH, CD FA: SSP

**L97 IAS 4842. The Japanese Empire in Asia, 1874 - 1945**

Same as History 4842

Credit 3 units. A&amp;S: TH, CD

**L97 IAS 4844. Women and Confucian Culture**

Same as History 4844

Credit 3 units. A&S: TH

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**L97 IAS 4864. Exoticism and Primitivism in Modern Art**

Same as Art-Arch 4864

Credit 3 units. A&S: TH FA: AH

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**L97 IAS 4872. Colonial Cities and the Making of Modernity**

Same as History 4872

Credit 3 units. A&S: TH, CD FA: SSP

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**L97 IAS 4882. Anthropology and Public Health**

Same as Anthro 4882

Credit 3 units. A&S: SS FA: SSP

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**L97 IAS 4883. The Political Economy of Health**

Same as Anthro 4883

Credit 3 units. A&S: SS FA: SSP

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**L97 IAS 489. Topics in Modern Chinese Literature**

Same as Chinese 489

Credit 3 units. A&S: TH FA: Lit

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**L97 IAS 4892. Advanced Seminar in History: Latin America and the U.S. in the 20th Century**

Same as History 4890

Credit 4 units. A&S: TH FA: SSP

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**L97 IAS 4895. Cities of the Past Future: Literary Institutions & Peripheral Modernity in the Latin-Am. Avant-Garde**

Same as Span 489

Credit 3 units. A&S: TH

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**L97 IAS 4910. Topics in Islam: Conceptualizing Islam**

Same as Re St 490

Credit 3 units. A&S: TH

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**L97 IAS 4912. The Nativist Dimension in Modern Japanese Culture**

Same as East Asia 4911

Credit 3 units. A&S: TH

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**L97 IAS 4914. Advanced Seminar in History: Japan in WWII, History and Memory**

Same as History 4914

Credit 4 units. A&S: TH FA: SSP

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**L97 IAS 4918. Postmodernism**

Same as Ital 491

Credit 3 units. A&S: TH, WI

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**L97 IAS 4919. Art of the Caribbean**

Same as Art-Arch 4915

Credit 3 units. A&S: TH, CD

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**L97 IAS 4920. The Italian Detective Novel**

Same as Ital 492

Credit 3 units. A&S: TH, WI FA: Lit

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**L97 IAS 4952. Seminar in Comparative Literature: 19th Century European Novel: Ambition and Desire**

Same as Comp Lit 495

Credit 3 units. A&S: TH FA: Lit

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**L97 IAS 4960. Advanced Seminar in History: Self-Interest & Self-Development in the Liberal Tradition**

Same as History 4961

Credit 4 units. A&S: TH FA: SSP

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**L97 IAS 4970. Guided Readings in Korean**

Same as Korean 497

Credit variable, maximum 3 units. A&S: LA

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**L97 IAS 4977. Advanced Seminar in History: A Long Road to Uhuru and Nation: the Social History of Modern Kenya**

Same as History 4977

Credit 4 units. A&S: TH, CD

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**L97 IAS 4979. Advanced Seminar in History: Gender, Race and Class in South Africa, 1880 - Present**

Same as History 4979

Credit 4 units. A&S: TH, SD

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**L97 IAS 498. Guided Readings in Chinese**

Same as Chinese 498

Credit variable, maximum 3 units. A&S: LA

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**L97 IAS 4981. Advanced Seminar in History: Historical Perspectives on Human Rights and Globalization**

Same as History 4981

Credit 4 units. A&S: TH

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**L97 IAS 4982. Advanced Seminar in History: Women and Confucian Culture in Early Modern East Asia**

Same as History 4982

Credit 4 units. A&S: TH

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**L97 IAS 4988. Advanced Seminar in History: the French Revolution**

Same as History 4988

Credit 4 units. A&S: TH

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**L97 IAS 499. Guided Readings in Japanese**

Same as Japan 499

Credit variable, maximum 3 units. A&S: LA

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**L97 IAS 4994. Advanced Seminar in History: Religion and Society in Modern Europe, 1750 - 1930**

Same as History 4994

Credit 4 units. A&S: TH

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**L97 IAS 4995. Advanced Seminar in History: Incredible India?**

Same as History 49SC

Credit 4 units. A&S: TH, CD

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**L97 IAS 4996. Advanced Seminar in History: Islam in China**

Same as History 4996

Credit 4 units. A&S: TH, CD

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## Arts & Sciences: Italian

The Department of Romance Languages and Literatures offers a major and a minor in Italian. If you are a prospective major, you should consult with the director of Undergraduate Language Studies of Italian as early as possible. If you plan to teach or pursue graduate study, you should consider taking a second foreign language, as well as linguistics courses. In all departmental courses for the major, the student must receive a grade of B– or above. Students graduating in or before 2011 will require 27 units to complete the major (24 for double majors).

For a list of affiliated faculty, please see the Department of Romance Languages and Literatures faculty page.

### The Major in Italian

**Total units required:** 27 units (24 units for second majors).

#### Required courses:

In Italian, you are required to complete a minimum of 27 units in advanced courses, of which 18 units must be taken in residence; 3 units may be taken outside the department with permission of your major adviser. (To complete a double major, you are required to complete 24 units.)

For Italian, you are required to complete Ital 307D and 308D, plus two of the following three courses: 323C, 324C, and 327. In addition you must complete 6 units in literature at the 400 level, including a major project (undertaken in conjunction with one of the 400-level seminars). All primary majors must complete a capstone experience by achieving a B+ or better in one of the 400-level seminars.

### Additional Information

**Study Abroad:** You are encouraged to participate in a study abroad program. Programs are available in France, Italy, Spain, Ecuador, Mexico, and Chile.

**Senior Honors:** You are encouraged to work toward Latin Honors (cum laude, magna, summa). To qualify for Latin Honors in the major by thesis, you 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, you 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 your performance and the quality of the thesis or critical essays, plus your cumulative grade point average.

**Transfer Credits:** 18 of the 27 units required for the major must be taken in residence. Non-WU courses may count toward the major with departmental permission.

### The Minor in Italian

**Units required:** 18

#### Required courses:

18 units required, of which 12 must be taken in residence, as follows:

Ital 307D. Grammar and Composition I  
Ital 308D. Grammar and Composition II  
Ital 323C. Italian Literature I  
Ital 324C. Italian Literature II

**Elective courses:** Remainder of units from:

Ital 301. Oral Communication I  
Ital 319, 320. Advanced Conversational Italian  
Ital 332, 334. Topics in Film Studies  
Ital 322. Topics in Italian Culture  
Other advanced-level course offerings at the 300- or 400-level

#### 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 5 units. A&S: LA BU: HUM, IS

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#### L36 Ital 102D. Elementary Italian, Level II

Continuation of Ital 101D. Course stresses rapid acquisition of spoken ability with increased attention to the development of reading, writing, and listening skills. Prerequisite: Ital 101D or placement by examination.

Credit 5 units. A&S: LA BU: HUM, IS

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#### L36 Ital 106D. Elementary Italian for Romance Language Students 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 4 units. A&S: LA BU: HUM, IS

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**L36 Ital 107D. Elementary Italian for Romance Language Students II**

Continuation of Ital 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: Ital 106D or permission of instructor.

Credit 4 units. A&S: LA BU: IS

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**L36 Ital 201D. Italian, Level III**

A course divided into two parts taught by a team of instructors in a MWF master class and T/Th reading and discussion section. Reviews basic skills intensively with increased emphasis upon writing. Prerequisite: Ital 102D or placement by examination.

Credit 5 units. A&S: LA BU: HUM, IS

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**L36 Ital 215. Conversation/Culture**

This course examines popular culture through a focus on what is said and performed. The course consists of thematic units focusing on everyday occurrences and themes that mark the Italian experience, such as conversation in the Italian bar; poignant views of life expressed in films and other media; daily experiences depicted in poems and songs; public and private politics; the role of the meal in real life, art, and literature. As students advance through each thematic module, they develop a creative project in which they put into practice (by a skit/presentation/text/art work) what they have learned. Prerequisite: Ital 201D or the equivalent.

Credit 3 units. A&S: LA BU: IS

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**L36 Ital 216. CONVERSATION**

A continuation of Ital 215, this course emphasizes the development of speaking skills in Italian through study of aspects of contemporary Italian culture in particular art, music, film, and politics.

Credit 2 units.

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**L36 Ital 247. Freshman Seminar**

Taught in English. Small group seminar devoted to readings and study of other texts such as films, paintings, etc. Discussion and writing. Topics vary; interdisciplinary focus.

Credit 3 units.

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**L36 Ital 249. Refracted Light: How Others View Italy**

Throughout the centuries Italy has both enjoyed and suffered the fascinated gaze of foreigners, who have written about it, painted it, made music and films about it. Drawing principally on prose writings from the 18th through 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 refer-

ence 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, and Forster and Mann, as well as such contemporary writers as Michael Dibdin and Shirley Hazzard.

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

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**L36 Ital 298. An Internship for Liberal Arts Students**

Same as GeSt 2991

Credit variable, maximum 3 units.

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**L36 Ital 2991. Undergraduate Independent Study**

Prerequisite: Ital 201D and permission of the department. No more than 6 units may be earned by a student.

Credit 3 units.

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**L36 Ital 301. Oral Communication I**

Designed to offer students an opportunity to practice and refine their conversational skills while expanding their practical vocabulary. Wide variety of topics for discussion; brief oral reports. Regular homework assignments with emphasis on web-based research and learning. Prerequisite: Ital 201D.

Credit 3 units. A&S: LA BU: IS

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**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 is a series of readings having a common theme, the representation of childhood in Italy in the late 19th and early 20th centuries. We think about the status of children at the turn of the century, particularly with regard to family, education, and work, and also about the challenges a writer faces to portray the experience and point of view of a child believably. Readings include short stories by Gabriele D'Annunzio, Edmondo De Amicis, Luigi Pirandello, and Giovanni Verga, as well as Carlo Collodi's classic novel, Pinocchio. Grammar exams and regular composition assignments; final exam. Essential for further study of Italian language and literature, this course must be taken before or concurrently with Ital 323C or 324C. Prerequisite: Ital 201D or permission of instructor.

Credit 3 units. A&S: LA BU: HUM, IS

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**L36 Ital 308D. Grammar and Composition II**

A continuation of Ital 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 unrequited. We think about what poets desire, how they give verbal expression to it, and how the success or failure of their pursuits 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 Ital 323C or 324C. Prerequisite: Ital 307D or permission of instructor. Corequisite: Ital 323C or 352C.  
Credit 3 units. A&S: LA BU: HUM, IS

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#### **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.

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#### **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.

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#### **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: LA BU: IS

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#### **L36 Ital 322. Topics**

Same as L15 Drama 3221

A multidisciplinary course focusing on a significant aspect of Italian culture. The topic differs from semester to semester and may draw on art, film, history, gender studies, literature, music, philosophy, politics, science. Prerequisite: previous or concurrent enrollment in Ital 307D.

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

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#### **L36 Ital 3221. Topics: The Jewish Experience in Italy**

This course examines the social and political history of the Jews of Italy from the period of Italian unification through the end of World War II. We look through two different prisms: first, the constant of Jews' minority status in a Catholic country at a time when Church doctrine was hostile to them, and second, their changing status during significant moments in the brief history of the Italian monarchy. Under the latter rubric, we study the rehabilitation of the Jews under liberal political philosophies, their problematic relationship with Fascism, and finally the arrival of the Holocaust in Italy and efforts to defend Jews against Nazi genocide. We approach these topics wherever possible through primary texts, including essays, memoirs, and novels. Reading knowledge of Italian is not required. Readings in English; some readings in Italian for Italian majors. Discussion in English. Three five-page papers. Please note: the Ital 5221 cross-listing course is for graduate students only. Prerequisite for Italian majors: Ital 307D; no prerequisite for students in other majors.

Credit 3 units. A&S: TH

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#### **L36 Ital 323C. Italian Literature I**

Introductory survey of Italian literature from its beginnings in the Middle Ages through the late Renaissance. Analysis of the predominant genres: lyric, religious narrative, novella, treatise, chivalric epic. Previous or concurrent enrollment in Ital 307D or 308D recommended. Prerequisite: Ital 201D.

Credit 3 units. A&S: TH BU: HUM, IS FA: Lit

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#### **L36 Ital 324C. Italian Literature II**

Major literary works in Italy from the 18th, 19th, and 20th centuries. Movements covered include romanticism, verismo, futurism, neorealism, and postmodernism. Writers range from Goldoni and Leopardi to Pirandello and Calvino. Previous or concurrent enrollment in Ital 307D or 308D recommended. Prerequisite: Ital 201D.

Credit 3 units. A&S: TH BU: IS FA: Lit

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#### **L36 Ital 327. History of the Italian Language**

In this course we trace the evolution of Italian from its very earliest written manifestations to its increasing internationalization in the 20th and 21st centuries. We study the natural evolution of Italian up until the 16th century; its codification as a literary language during the 16th century; the debates over the institution of a national language that coincided with the unification of Italy in the 19th century; the recovery of dialects as literary languages in the 20th century; and the more recent incorporation of words and phrases originating outside of Italy. Along the way we come to understand the reasons why we study a particular form of Italian in school, and we consider the implications of these choices not only for our own learning but for Italian literature and its sense of nationhood.

Credit 3 units. A&S: TH

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### **L36 Ital 332. Topics in Film Studies: Italian Cinema**

The evolution of Italian cinema from its origins to the present. Study of cinematic works and periods from a variety of theoretical perspectives. Specific areas of discussion include: cinema as a revolutionary aesthetic; mass culture vs. high art; early genre; divismo (stardom); the avant garde; the advent of film sound; the representation of politics and history; neorealism; postwar popular genre; modernism; metacinema; literary adaptation; postmodernism. Discussions are based on works by major Italian filmmakers such as Pastrone, Blasetti, Rossellini, De Sica, Visconti, Fellini, Antonioni, Monicelli, Leone, Pasolini, Bertolucci, Nichetti, Moretti. Some emphasis on the relationship between literature and film. Course conducted in English: Italian majors read in Italian, others in English translation. Two to three hours of film-viewing plus three class hours a week. Taught in English. Prerequisite for Italian majors: Ital 307D or permission of instructor.

Credit 3 units. A&S: TH BU: IS FA: AH, Lit

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### **L36 Ital 334. Topics in Italian Cinema**

A companion to Ital 332, this course focuses on a select topic in the history of Italian cinema, such as the work of a single director or a significant cinematic movement. Course conducted in English. Italian majors read in Italian, others in English translation. Prerequisite for Italian majors: Ital 307D. Prerequisite for nonmajors: Ital 332, Film 220, or permission of instructor.

Credit 3 units. A&S: TH BU: IS FA: AH

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### **L36 Ital 399. Independent Study**

Undergraduate independent study at the 300 level. Prerequisite: competence in oral and written Italian, and permission of instructor.

Credit variable, maximum 6 units.

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### **L36 Ital 419. Feminist Literary and Cultural Theory**

Same as WGSS 419

Credit 3 units. A&S: TH

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### **L36 Ital 428. The New Sicilian School**

The unification of Italy in the mid-19th century led to the creation of a new "Sicilian School," the first since that of the court poets associated with Frederick II in the 13th century. These new Sicilian writers have given us many narrative masterpieces, focusing on common concerns such as the island's identity over two millennia and the impact of Italian nationalism; the rise of bourgeois culture and the decline of indigenous patriarchal structures; the rule of law and the role of the Mafia; and the politics of language. We read novels by Verga, Pirandello, Vittorini, Brancati, Tomasi di Lampedusa, and Sciascia. Course taught in Italian or English.

Credit 3 units. A&S: TH FA: Lit

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### **L36 Ital 432. Divergent Voices: Italian Women Writers**

This course examines select novels, poetry, and political writings by such noted authors as Sibilla Aleramo, Dacia Maraini, Luisa Muraro, and Anna Banti. Special attention is paid to the historical, political, and cultural contexts that influenced authors and their work. Textual and critical analysis focuses on such issues as historical revisionism in women's writing, female subjectivity, and the origins and development of contemporary Italian feminist thought and practice. Taught in English.

Credit 3 units. A&S: TH, SD, WI FA: Lit

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### **L36 Ital 433. Literature of the Italian Enlightenment**

This course aims to explore the spectrum of intellectual and literary discourse of the Italian Enlightenment by examining a wide array of texts and genres. Readings include selections from Enlightenment and popular periodicals, scientific tracts on human anatomy, women's fashion magazines, the reformed theater of Carlo Goldoni, as well as Arcadian poetry, and literary criticism. We study the rise and characteristics of "coffee culture" during this age. We pay special attention to the "woman question," which stood at the center of 18th-century Italian intellectual discourse, and which was critical to the contemporary drive to define the enlightened nation-state. The class is conducted as a workshop in which students and instructor collaborate in the realization of course goals. Readings in Italian or English; discussion in English. Prerequisite: Ital 323C or Ital 324C.

Credit 3 units. A&S: TH, WI FA: Lit

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### **L36 Ital 437. Caffè, Cadavers, Comedy, and Castrati: Italy in the Age of the Grand Tour**

Taught in English. With French libertine philosopher the Marquis de Sade, German novelist Johann Wolfgang von Goethe, Romantic poet Lord Byron, and other illustrious travelers of high birth and good fortune who sought finishing enrichment by making their Grand Tour to Italy from the mid-18th through the early 19th centuries, we explore the richness and variety of Italian life and culture as depicted by both Grand Tourists as well as their Italian interlocutors. Chief among our destinations are Venice, Bologna, Florence, and Rome. Attractions typical of the early modern Tour circumscribe our journey. Coffee houses first appeared in the eighteenth 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. Readings in Italian or English. Prerequisite: at least one 300-level literature course..

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

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### **L36 Ital 456. Romance Philology**

Same as French 456

Credit 3 units. A&S: LA

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### **L36 Ital 473. Machiavelli and Guicciardini**

The development of modern political science in 16th-century Italy. We address questions of both theory and methodology in Machiavelli's and Guicciardini's political visions. We also pay close attention to the Florentine context of their work, as well as to the influence of historical examples, both classical and contemporary, in the development of their analyses. Finally, we ask how the examples they set, and the theories they promulgate, can have resonance in addressing political questions in our own age. Readings in Italian or English; discussion in English.

Credit 3 units. A&S: TH, WI FA: SSP

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### **L36 Ital 481. Dante**

A study of the Divina commedia with emphasis on the "Inferno." Conducted in English. Reading knowledge of Italian recommended but not required.

Credit 3 units. A&S: TH FA: Lit

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### **L36 Ital 483. Boccaccio: Decameron**

The unrivaled master of late medieval Italian prose, Boccaccio is also a strikingly modern author whose works address such questions as the relationship between literature and history; God and man; storyteller and audience; gender, language, and power; literature and truth. With these and other concerns in mind, we read his masterpiece, the Decameron, a collection of 100 tales set in the Black Plague of 1348. We then contrast it to his late Corbaccio, ostensibly a misogynist novel but a text that finally resists such a flattening judgment. Readings in Italian or English; discussion in English. Prerequisite: 3 units of literature.

Credit 3 units. A&S: TH, WI FA: Lit

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### **L36 Ital 485. Ariosto: Orlando Furioso**

A close reading of this Renaissance masterpiece with attention to questions of structure and sources, the themes of love and madness, the representation of court life. Readings in Italian or English; discussion in English.

Credit 3 units. A&S: TH FA: Lit

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### **L36 Ital 491. POSTMODERNISM**

This course explores the complex significance of Italian Postmodernism through an examination of the theoretical arguments and literary works that have shaped the cultural and political debate of the past 50 years. Students study, among others, the critical theories of "open work" (Umberto Eco), "literature as lie" (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. A&S: TH, WI

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### **L36 Ital 492. The Italian Detective Novel**

The detective novel has an unusual and exceptionally brief history in Italy. Only within the past 35 years has an Italian version or, more precisely, subversion of the genre emerged and come to dominate the Italian literary scene. Prominent Italian writers such as Italo Calvino, Umberto Eco, Leonardo Sciascia, and Luigi Malerba have deconstructed the conventions of the detective novel in order to portray the disorder and arbitrary meaning of the postmodern world. This course explores the history of the "anti-detective" novel in Italy and the philosophical and political questions the genre evokes. Readings in Italian and English. Conducted in English.

Credit 3 units. A&S: TH, WI FA: Lit

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### **L36 Ital 495. Senior Honors**

Prerequisites: senior standing, at least one course at the 400 level, and acceptance into the Honors program.

Credit 3 units. A&S: TH

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### **L36 Ital 4951. Honors**

Prerequisites: senior standing, at least one course at the 400 level, and acceptance into the Honors program. Pass/fail.

Credit 3 units. A&S: TH

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## Arts & Sciences: Japanese

The Department of Asian and Near Eastern Languages and Literatures offers a major and a minor in Japanese. As a major in Japanese, a student can expect to gain proficiency in the language, study the area's literary and cultural landmarks, and gain familiarity with Asian history and civilizations. All students majoring in Japanese normally must complete the fourth-level modern language course or its equivalent. They also must complete a prerequisite 200-level foundational course, at least one semester of relevant classical literary language, the historical survey of the relevant literature, and the ANELL Senior Seminar. The department strongly encourages overseas study during students' junior year. As majors, students are expected to maintain a B average in all departmental courses.

**Language Placement:** Placement tests are required for all students entering our language programs, with the exception of those students who have had no previous knowledge of the language and are planning to enroll in the first semester of the first year of instruction. Students who test into second-year Japanese and satisfactorily complete (with a grade of B– or better) at least one semester of language study may petition for 3 units of retroactive credit; students who test into third year or above and satisfactorily complete (with a grade of B– or better) at least one semester of language study may petition for 6 units of retroactive credit. Credit is limited to 3 units for testing into second year and 6 units for testing into third year or above. Please note that students with native language proficiency as determined by the individual language section, as well as students who enroll in a course below their placement level, are ineligible for retroactive credit units. Students who misrepresent the extent of their background so as to gain entrance to a course at the elementary or intermediate level will be dropped from that course.

For a list of affiliated faculty, please see the Department of Asian and Near Eastern Languages and Literatures faculty page.

### The Major in Japanese

**Total units required :** 47. First- and second-level language study, 20 units, plus 27 upper-level units, no more than 12 of which may be language courses and 18 of which must be at the 300-level or above

**Required courses:** As a prerequisite to the major, students must complete first- and second-level language study or its equivalent: Japan 103D-104D and 213-214. In addition, Japanese majors are required to complete one lower-level foundational course, normally ANECC 226 Japanese Civilization. Required upper-level courses for the major Core courses include language courses at the third- and fourth-year levels (to be selected from Japan 412, 413, 458, 459). Japanese majors are required to take Japan 460 and/or 461 (Classical Japanese).

Majors also are required to take a historical survey of the chosen literature: Japan 332 and 333. These courses must be taken in residence. Under special circumstances and with the approval of their adviser, students may substitute another upper-level literature course for one of these. Students also may select electives from upper-level courses in this and other departments to complement his or her literature studies. In addition, unless a student is writing an Honors thesis or fulfilling a capstone requirement for a second major, he or she also is required to take the ANELL Senior Seminar during the senior year.

### Additional Information

**Senior Honors:** Qualified majors are encouraged to apply for Senior Honors before the end of the junior year. Students wishing to pursue this option need to meet the minimum Honors requirements stated in this Bulletin; have outstanding performance in language work; and satisfactorily complete, during the senior year, Japan 486 (fall) and, if possible, Japan 487 (spring), to be taken in addition to all other departmental requirements. Honors work will be supervised by a three-member departmental Honors Committee composed of a primary adviser and two additional faculty, which plans with each student special language work as needed and an independent Honors research paper in the student's area of academic interest.

**Study Abroad:** Students are strongly encouraged to participate in study abroad programs, usually during the junior year, and after a minimum of one year of language study. In Japanese, a two-semester overseas program is available at the Kyoto Consortium for Japanese Studies and at Waseda University, Tokyo. Students who participate in Washington University-sponsored and/or -approved overseas programs normally are able to apply most or all of these units to their undergraduate degree, although normally no more than 9 upper-level units may be applied to the major. However, all transfer of credit is subject to review and approval by the department and the Study Abroad office.

**Transfer credits:** Normally no more than 6 units of credit earned at an institution other than Washington University (this does not include Washington University-approved study-abroad programs) may be applied to the major, and 3 units for the minor.

### The Minor in Japanese

**Total units required:** 15–29

**Required courses:** The minor in Japanese requires a minimum of two years of language (Japan 103, 104, 213, 214) taken in residence and at least 9 units of literature and culture courses chosen in consultation with the minor adviser. Two of these courses—normally, the Japanese literature sequence (Japan 332CQ and 333CQ) – should relate to each other.



Students who place out of language courses are required to take a total of 15 units of literature or culture courses. All minors must take at least two courses in Japanese literature.

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**L05 Japan 103D. First Level Modern Japanese I**

An introduction to spoken Japanese following a systematic study of grammatical structures presented in context. Emphasis is on developing skills in oral communication through performance. Students with some previous Japanese language background must take the placement examination.

Credit 5 units. A&S: LA BU: HUM, IS

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**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 103DQ.

Credit 5 units. A&S: LA BU: HUM, IS

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**L05 Japan 110. Basic Principles and Practice of Chinese/Japanese Calligraphy**

Same as Chinese 110

Credit 1 unit. A&S: LA BU: IS

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**L05 Japan 200. Topics in Asian & Near Eastern Languages & Literatures**

Same as ANELL 200

Credit 3 units. A&S: TH, CD BU: BA, HUM, IS

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**L05 Japan 213. Second Level Modern Japanese I**

Continued development of communication skills with special emphasis on speaking. Students develop reading/writing skills with an additional 300 kanji during the year. Prerequisite: grade of B- or better in 104DQ, or placement by examination.

Credit 5 units. A&S: LA BU: HUM, IS

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**L05 Japan 214. Second Level Modern Japanese II**

Continuation of Japan 213. Continued development of communication skills with special emphasis on speaking. Students develop reading/writing skills with an additional 300 kanji during the year. Prerequisite: grade of B- or better in Japan 213, or placement by examination.

Credit 5 units. A&S: LA BU: HUM, IS

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**L05 Japan 221. Topics in Japanese Literature & Culture**

Credit 3 units. A&S: TH

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**L05 Japan 225. Topics in Pre-Modern Japanese Literature**

Credit 3 units. A&S: TH

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**L05 Japan 226C. Japanese Civilization**

Same as ANECC 226

Credit 3 units. A&S: TH, CD, SD BU: BA, IS FA: SSP

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**L05 Japan 293C. Freshman Seminar**

Same as ANECC 293C

Credit 3 units. BU: BA

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**L05 Japan 298. An Internship for Liberal Arts Students**

Same as GeSt 2991

Credit variable, maximum 3 units.

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**L05 Japan 299. Independent Study**

Prerequisite: Japan 213 and permission of the department.

Credit variable, maximum 6 units.

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**L05 Japan 324. A User's Guide to Japanese Poetry**

This course introduces the art and craft of Japanese poetry, one of the world's great literary traditions. Exploring the many styles of traditional verse—the poetic diary, linked verse, haiku, and others—and their historical contexts, we gain insights into Japanese aesthetics and study the unique conventions of Japanese poetic production that have evolved over a span of some 1500 years. The course also incorporates a "haiku workshop," in which we engage in group-centered poetry writing and critiquing. No prior knowledge of Japanese is required.

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

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**L05 Japan 332C. The Classical Voice in Japanese Literature**

This survey of Japanese literature covers antiquity to the 17th century. Emphasis on the ideological and cultural contexts for the emergence of a variety of traditions, including poetry, diaries, narrative, and theater. Required of all Japanese majors and recommended for all Chinese majors. No knowledge of Japanese language is required. Sophomore standing and above recommended.

Credit 3 units. A&S: TH, CD BU: HUM FA: Lit

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**L05 Japan 333C. The Modern Voice in Japanese Literature**

This survey explores the emerging modern voice in Japanese literature, with emphasis on prose fiction. After a brief introduction to earlier centuries, we focus on the short stories and novels of the 20th century. Among the authors considered are Natsume Soseki, Nagai Kafu, Tanizaki Jun'ichiro, and Nobel laureates Kawabata Yasunari and Oe Kenzaburo. Discussions center on issues of modernity, gender, and literary self-representation. Required of all Japanese majors and recommended for all Chinese majors. No knowledge of Japanese language required.

Credit 3 units. A&S: TH, CD BU: ETH FA: Lit

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**L05 Japan 336. The Floating World in Japanese Literature**

This survey of Japanese literature covers the 17th to the 19th century. Primary focus is on the Genroku era (1688-1703), which witnessed the growth of lively urban centers and the emergence of a robust literary voice. Emphasis on the ideological and cultural contexts for the development of a variety of new innovations in the genres of poetry (haiku), theater (kabuki and bunraku) and prose (kana zoshi). Recommended for both Japanese and Chinese majors. No knowledge of Japanese language is required. Sophomore standing and above recommended.

Credit 3 units. A&S: TH, CD, SD FA: Lit

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**L05 Japan 351. Japanese Political Institutions (in Japan)**

Credit 3 units. A&S: SS FA: SSP

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**L05 Japan 352. Japanese Economic Institutions (in Japan)**

Credit 3 units. A&S: SS FA: SSP

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**L05 Japan 353. Japanese Social Institutions (in Japan)**

Credit 3 units. A&S: SS FA: SSP

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**L05 Japan 354. Japanese Business Institutions (in Japan)**

Credit 3 units. A&S: SS FA: SSP

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**L05 Japan 400. Asian & Near Eastern Languages & Literatures Senior Seminar**

Same as ANELL 400

Credit 3 units. A&S: TH, CD

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**L05 Japan 412. Third Level Modern Japanese I**

Emphasis on further development of speaking, listening, reading, and writing skills. Prerequisite: grade of B- or better in Japan 214, or placement by examination.

Credit variable, maximum 4 units. A&S: LA BU: IS

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**L05 Japan 413. Third Level Modern Japanese II**

Continuation of Japan 412. Emphasis on further development of speaking, listening, reading, and writing skills. Prerequisite: minimum grade of B- in Japan 412, or placement by examination.

Credit variable, maximum 4 units. A&S: LA BU: IS

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**L05 Japan 445. Japanese Fiction: Writing Intensive Seminar**

A study of the themes, styles, and genres of Japanese fiction as revealed in representative works of major authors such as Soseki, Tanizaki, and Kawabata. Topics include the question of the Japanese literary canon, the varieties of Japanese literary selfhood, literature by and about women, and tradition versus modernity. All works read in English translation. Prerequisites: junior standing and 6 units of literature.

Credit 3 units. A&S: TH, CD, WI FA: Lit

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**L05 Japan 4451. Topics in Modern Japanese Literature**

Prerequisites: junior standing and 6 units of literature.

Credit 3 units. A&S: TH, CD

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**L05 Japan 446. The Japanese Theater**

An investigation, using English materials, of the major developments and forms of the Japanese theater, from Noh and its antecedents to the rise of a modern drama. In this course we are less concerned with the performative aspects of theatrical arts (though these are introduced via videos) than with the ways in which dramatic texts influenced and borrowed from the literary tradition. Readings from major theatrical texts, secondary studies on Japanese theater, and literary sources. Prerequisite: junior standing or permission of instructor.

Credit 3 units. A&S: TH, CD, SD FA: Lit

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**L05 Japan 447. Japanese Film**

An overview of Japanese film as art form and cultural medium. A survey of the history, genres, and themes of Japanese film. Detailed exploration of films by Kurosawa, Mizoguchi, Ozu, and others to explore the range of "classical" Japanese cinematic styles. Focus on the manner in which literary works have been adapted to film. Coverage of the satirical films of Itami Juzo and Morita Yoshimitsu. Readings in film theory and history. Prerequisite: one course in Japanese or film history or theory, or permission of instructor.

Credit 3 units. A&S: TH FA: Lit

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**L05 Japan 448. Japanese Poetry**

A comprehensive survey of Japanese poetry from the 8th century to the present day. Topics include the development of the great tradition of court poetry in the Heian period (ca. 800-1200) and its full flowering during the medieval period (ca. 1200-1600), the influence of the Zen aesthetic, the emergence of linked verse and haiku, and the transformation of the classical tradition with the advent of the modern era. All works are read in English translation, although knowledge of Japanese is useful. Graduate students and Japanese majors are expected to read original materials extensively. Prerequisite: junior standing and 6 units of literature course work.

Credit 3 units. A&S: TH FA: Lit

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**L05 Japan 449. Modern Japanese Women Writers: Madame Butterfly's Delinquent Daughters**

Japanese women have been scripted by Western (male) imagination as gentle, self-effacing creatures. From their (re)emergence in the late 19th century to their dominance in the late 20th, Japanese women writers have presented an image of their countrywomen as anything but demure. Struggling to define their voices against ever-shifting expectations and social contexts, the women they create in their fiction are valiant, if not at times violent. This

course examines the various manifestations of the female image in female-authored modern Japanese fiction. Writers considered are Higuchi Ichiyo, Hirabayashi Taiko, Uno Chiyo, Enchi Fumiko, Yamada Eimi, and others. A selection of novels and shorter fiction are available in English translation, and students need not be familiar with Japanese. Prerequisites: 6 units of literature/women's studies and junior standing, or permission of the instructor. Credit 3 units. A&S: TH, CD, SD, WI BU: HUM

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#### **L05 Japan 458. Fourth Level Modern Japanese I**

Mastery of more sophisticated skills in spoken and written Japanese. Newspaper articles, editorials, essays, short stories, etc., are selected for readings and discussions in accordance with the interests and needs of participating students. Prerequisite: grade of B- or better in Japan 413, or placement by examination. Credit variable, maximum 4 units. A&S: LA BU: IS

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#### **L05 Japan 459. Fourth Level Modern Japanese II**

Continuation of Japan 458. Mastery of more sophisticated skills in both spoken and written Japanese. Newspaper articles, editorials, essays, short stories, etc., are selected for readings and discussions in accordance with the interests and needs of participating students. Required of all students desiring subsequent tutorial assistance from the Department. Prerequisite: grade of B- or better in Japan 458, or placement by examination. Credit variable, maximum 4 units. A&S: LA

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#### **L05 Japan 460. Pre-Modern Japanese I**

Readings in classical literary texts using materials from standard modern annotated editions. Kambun introduced in second semester. Prerequisite: Japan 412-413, or concurrent registration. Credit 3 units. A&S: LA

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#### **L05 Japan 461. Pre-Modern Japanese II**

A continuation of Japan 460. Readings in classical literary texts using materials from standard modern annotated editions as well as the introduction of skills necessary for reading original texts, including kambun and hentaigana. Prerequisites: Japan 413 or concurrent registration; Japan 460 or equivalent. Credit 3 units. A&S: LA

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#### **L05 Japan 462. Fifth Level Modern Japanese I**

A course intended for students with advanced proficiency in written and spoken Japanese who have had extensive study experience in Japan. The course objectives are: to achieve mastery of communication skills, to deepen understanding of Japanese structural patterns, and to expand vocabulary and control of idiomatic expressions. Emphasis on readings in contemporary texts and extensive practice with different styles of oral discourse. Class conducted exclusively in Japanese. Required of all students who wish to do subsequent independent study or guided readings

in Japanese. Prerequisite: successful completion of Japan 459 (minimum grade of B-), or placement by written and oral examinations.

Credit 3 units. A&S: LA BU: IS

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#### **L05 Japan 463. Fifth Level Modern Japanese II**

A course intended for students with advanced proficiency in Japanese who have had extensive study experience in Japan. Emphasis on improving skills in both written and spoken Japanese acquired in Japan 462. Class conducted exclusively in Japanese. Prerequisite: grade of B- or better in Japan 462 or placement test in written and spoken Japanese.

Credit 3 units. A&S: LA

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#### **L05 Japan 464. Japanese Textual Analysis**

This course introduces the advanced student of Japanese to a variety of prose narratives in the modern language. Readings, which include literary texts and topical essays on aspects of Japanese society and culture, reflect the needs and interests of the enrolled students. Focus is on close reading and syntactic analysis of the selected texts. Regular translation exercises gauge the mastery of grammar, syntax, and idiomatic usages. All readings are in Japanese, with class discussion conducted predominantly in English. A final translation project, chosen by the student in consultation with the instructor, is required. Prerequisite: Japan 458 or instructor's permission.

Credit 3 units. A&S: LA

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#### **L05 Japan 466. Legal and Business Japanese**

An intensive exposure to legal and business texts in Japanese, with the aim of developing reading fluency in these areas and mastering the requisite specialized vocabulary. Of particular interest to students in the joint J.D./M.A. and dual M.B.A./M.A. programs, but open to all students with advanced proficiency in written and spoken Japanese. Prerequisite: Japan 459 or permission of instructor based on placement examination.

Credit 3 units. A&S: LA BU: IS

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#### **L05 Japan 471. Topics in Japanese Culture**

Same as East Asia 471

Credit 3 units. A&S: TH FA: SSP

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#### **L05 Japan 486. Independent Work for Senior Honors**

This course to be taken in the fall semester. Prerequisites: senior standing, eligibility for honors, and permission of the department. Credit 3 units.

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#### **L05 Japan 487. Independent Work for Senior Honors**

This course to be taken in the spring semester. Prerequisites: senior standing, eligibility for honors, and permission of the department.

Credit 3 units.

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**L05 Japan 4911. The Nativist Dimension in Modern Japanese Culture**

Same as East Asia 4911

Credit 3 units. A&S: TH

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**L05 Japan 499. Guided Readings in Japanese**

Prerequisites: senior standing, and permission of the instructor and the department chair. Course usually taken after successful completion of Japan 459. May be repeated once.

Credit variable, maximum 3 units. A&S: LA

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**Contact Person:** Ginger Marcus  
**Phone:** 314/935-4449  
**Email:** [vsmarcus@wustl.edu](mailto:vsmarcus@wustl.edu)  
**Departmental website:** <http://japanese.artsci.wustl.edu>

## Arts & Sciences: Jewish, Islamic, and Near Eastern Studies

Jewish, Islamic, and Near Eastern Studies is an interdisciplinary program whose purpose is to explore the historical experience; literary, religious, and cultural expression; and political and material life of the Jewish, Islamic, and Near Eastern civilizations. Our program is unique in the United States because it integrates Islamic studies and Jewish studies. Whether you favor the study of language, literature, religion, history, or politics, you will find in our courses a way to deepen your appreciation of these complex and diverse societies and cultures. You also will be encouraged to explore the interaction of Jews and Muslims with neighboring societies and cultures in the Middle East, Europe, North Africa, and other parts of the world.

Our majors and minors have gone on to do many diverse things after graduation. Many have entered professional schools in such fields as law, journalism, education, the ministry or rabbinate, government, and communal or social work. Others have gone on to do graduate work in either Jewish or Islamic studies or related disciplines. Still others have combined their interest in Jewish, Islamic, and Near Eastern studies with careers in business, medicine, or scientific research. All have found the major to have been an intellectually and emotionally rewarding experience and an important component of their overall development.

### Director and Associate Professor of Hebrew Bible and Biblical Hebrew

#### **Pamela Barmash**

Ph.D., Harvard University  
(Asian and Near Eastern Languages and Literatures)

### Endowed Professors

#### **John R. Bowen**

Dunbar–Van Cleve Professor in Arts & Sciences  
Ph.D., University of Chicago  
(Anthropology)

#### **Hillel J. Kieval**

Gloria M. Goldstein Professor of Jewish History and Thought  
Ph.D., Harvard University  
(History)

### Professors

#### **Lois Beck**

Ph.D., University of Chicago  
(Anthropology)

#### **Nancy E. Berg**

Ph.D., University of Pennsylvania  
(Asian and Near Eastern Languages and Literatures)

#### **Robert L. Canfield**

Ph.D., University of Michigan  
(Anthropology)

#### **Ahmet T. Karamustafa**

Ph.D., McGill University  
(History and Religious Studies)

#### **Fatemeh Keshavarz**

Ph.D., University of London  
(Asian and Near Eastern Languages and Literatures)

#### **Timothy H. Parsons**

Ph.D., Johns Hopkins University  
(History and African and African-American Studies)

#### **Joseph Schraibman**

Ph.D., University of Illinois at Urbana–Champaign  
(Romance Languages)

#### **Itai Sened**

Ph.D., University of Rochester  
(Political Science)

### Associate Professors

#### **Martin Jacobs**

Ph.D. and Habilitation, Free University of Berlin  
(Asian and Near Eastern Languages and Literatures; Jewish, Islamic, and Near Eastern Studies)

#### **Erin McGlothlin**

Ph.D., University of Virginia  
(Germanic Languages and Literatures)

### Assistant Professors

#### **Asad Ahmed**

Ph.D., Princeton University  
(Asian and Near Eastern Languages and Literatures)

#### **Michael Frchetti**

Ph.D., University of Pennsylvania  
(Anthropology)

#### **Seth Graebner**

Ph.D., Harvard University  
(International and Area Studies; Romance Languages and Literatures)

#### **Tabea Alexa Linhard**

Ph.D., Duke University

(Romance Languages and Literatures)

**Nancy Reynolds**

Ph.D., Stanford University  
(History)

**Senior Lecturers**

**Housni Bennis**

Lecturer in Arabic Language  
Ph.D. candidate, Washington University  
(Asian and Near Eastern Languages and Literatures)

**Giore Etzion**

Senior Lecturer in Hebrew  
M.A., University of Michigan  
(Asian and Near Eastern Languages and Literatures)

**Rami J. Pinsberg**

Senior Lecturer in Hebrew  
M.Ed., University of Missouri–St. Louis  
(Asian and Near Eastern Languages and Literatures)

**Lecturers**

**Cathleen Fleck**

Assistant Dean of the College of Arts & Sciences and Lecturer,  
Interdisciplinary Project in the Humanities  
Ph.D., Johns Hopkins University

**Younasse Tarbouni**

Lecturer in Arabic  
M.A., Carson-Newman College  
(Asian and Near Eastern Languages and Literatures)

**Mohammad Warsi**

Southeast Asian Languages and Literatures  
Ph.D., Aligarh Muslim University  
(Asian and Near Eastern Languages and Literatures)

**Professors Emeriti**

**Henry W. Berger**

Ph.D., University of Wisconsin  
(History)

**Gerald N. Izenberg**

Ph.D., Harvard University  
(History)

**Joseph R. Rosenbloom**

D.H.L., Hebrew Union College  
(Jewish, Islamic, and Near Eastern Studies)

**Patty Jo Watson**

Edward Mallinckrodt Distinguished University Professor  
Ph.D., University of Chicago  
(Anthropology)

**The Major in Jewish, Islamic, and  
Near Eastern Studies**

While the major emphasizes an integrated approach to the field, incorporating both Jewish and Islamic perspectives, students are required to select one of two tracks: Jewish and Near Eastern Studies or Islamic and Near Eastern Studies. To complete a major in Jewish, Islamic, and Near Eastern Studies, a student must fulfill the following basic requirements:

**Total units required:** 27 plus two years of language study.

**Required courses:**

- For Jewish and Near Eastern Studies: two years of Hebrew language.
- For Islamic and Near Eastern Studies: two years of Arabic language or Persian language.
- For all majors: JNE 208F. Introduction to Jewish Civilization and JNE 210C. Introduction to Islamic Civilization.
- For all majors: a combined capstone course/senior seminar (normally 3 units). Required of all majors, even those writing an honors thesis.

**Elective courses:**

- In addition, you must complete 21 units in the major at the 300 level or above, which includes:
  - For Jewish and Near Eastern Studies: a minimum of 3 units in the Islamic experience.
  - For Islamic and Near Eastern Studies: a minimum of 3 units in the Jewish experience.
- For all majors: of the remaining 15 units, students are strongly encouraged to take at least one course in history, one in literature or cultural studies, and one in religious studies.

Courses taken Pass/fail may not count toward the major.

**Additional Information**

**Study Abroad:** Students majoring in Jewish, Islamic, and Near Eastern Studies are encouraged to participate in the Washington University Study Abroad program. The University currently sponsors preapproved programs of study at the Hebrew University in Jerusalem, the University of Haifa, and the American University of Cairo. Study abroad options (which may require approval on a case-by-case basis) also exist for Prague (CET) and American University of Beirut (AUB). A maximum of 9 units of advanced course work (300 level and above) may be applied toward the



JINES major from study abroad or courses taken at another university. Credit will be awarded only to those courses that have been approved by the JINES study abroad adviser.

**Senior Honors:** Jewish, Islamic, and Near Eastern Studies majors who have a cumulative GPA of 3.5 or higher after six semesters are eligible to apply for candidacy for departmental senior honors. Once they receive departmental approval, candidates must satisfactorily complete a senior honors thesis in order to be recommended to the College for honors.

The senior honors thesis is a research project that is significantly larger than the usual term paper. It is usually about 50 to 60 pages long. In writing this thesis, the candidate is expected to make use of both primary and secondary sources and to demonstrate critical and analytic skills. The candidate also is encouraged to make use of any foreign language skills she or he may possess for the research. Proper citation of sources and a clear and consistent stylistic format will be expected.

Candidates, in consultation with their advisers, should choose their area of interest and find an appropriate faculty member to serve as their thesis supervisor in the spring semester of their junior year. They then need to apply for the honors program in writing to the director of Jewish, Islamic, and Near Eastern Studies by September 1. The written application should contain a tentative description of the project, the supervisor's endorsement of the candidacy, and the candidate's unofficial transcript with the latest GPA clearly indicated. This early planning allows candidates to use the summer months to conduct preliminary research. Candidates must enroll in JNE 499 Independent Work for Senior Honors in both the fall and spring semesters of their senior year (normally for a total of 6 credit hours).

Please note that awards of A.B. *cum laude*, *magna cum laude*, and *summa cum laude* currently require cumulative grade point averages of 3.5, 3.65, and 3.8, respectively. Also, transfer students must have earned at least 60 graded units within the four residential undergraduate schools of the University prior to the final semester; grades earned at other institutions do not figure in the calculation of minimum averages required for eligibility for Honors.

## The Minor in Jewish, Islamic, and Near Eastern Studies

**Units required:** 15 in at least five courses

### Required courses:

JNE 208. Introduction to Jewish Civilization    or  
JNE 210C. Islamic Civilization

### Elective courses:

At least 9 of the remaining 12 units must be earned in courses at the 300 level or above. A maximum of 6 credit hours from language courses (Arabic, Hebrew, Persian) can be applied toward the minor. Please note that because 9 of the 15 units need to be at the 300 level or beyond for the minor, and because we also require either Islamic Civilization or Jewish Civilization, this means that a student normally can apply 3 credits of first- or second-year language at most, and then possibly 3 more credits from higher language courses subject to the approval of his or her adviser.

A maximum of 3 units of lower-level course work and 3 units of advanced course work (300 level and above) may be applied toward the JINES minor from study abroad or another university. Credit will be awarded only to those courses that have been approved by Washington University.

No more than 3 units may be taken in Independent Study (JNE 500).

## Additional Information

All courses considered for the minor must be taken for credit.

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### L75 JNE 105D. Beginning Modern Hebrew I

Same as MHBR 105D

Credit 5 units.    A&S: LA    BU: HUM, IS

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### L75 JNE 106D. Beginning Modern Hebrew II

Same as MHBR 106D

Credit 5 units.    A&S: LA    BU: HUM, IS

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### L75 JNE 107D. Beginning Arabic I

Same as Arab 107D

Credit 5 units.    A&S: LA    BU: HUM, IS

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### L75 JNE 108D. Beginning Arabic II

Same as Arab 108D

Credit 5 units.    A&S: LA    BU: HUM, IS

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### L75 JNE 111D. Beginning Hindi I

Same as Hindi 111D

Credit 5 units.    A&S: LA    BU: HUM, IS

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### L75 JNE 112D. Beginning Hindi II

Same as Hindi 112D

Credit 5 units.    A&S: LA    BU: HUM, IS

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### L75 JNE 116D. Beginning Persian I

Same as Pers 116D

Credit 5 units.    A&S: LA    BU: HUM, IS

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### L75 JNE 117D. Beginning Persian II

Same as Pers 117D

Credit 5 units. A&S: LA BU: HUM, IS

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**L75 JNE 151D. Advanced Beginning Modern Hebrew I**

Same as MHBR 151D

Credit 3 units. A&S: LA BU: HUM, IS

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**L75 JNE 175. Discovering the Other and the Self: Jewish Travel Literature and Autobiographical Writing, 1200-1800**

Travel literature usually describes "other" places and peoples—otherness and the unfamiliar are its major themes. At the same time, travel writers reflect on notions of the Self and the home. Autobiography is a representation of one's self. However, the self can only be explored in relation to others. Reading early Jewish travel accounts and autobiographies from the Middle Ages to the 18th century, this class addresses questions such as: How did premodern Jews perceive themselves in a world dominated by Christians and Muslims? Where did they locate themselves between East and West? Did Jewish travelers going from the lands of Christendom to those of Islam share certain "Western" perceptions of the Islamic world? How did a Jew from Renaissance Italy negotiate between Jewish and Italian identities? Were Egyptian Jews to him distant relatives, or ultimately foreigners, "Orientals"? How did a German Jewish businesswoman view her role within a rapidly changing, yet male-dominated society? All primary sources are read in translation. In the course of their study, attention is paid to peculiarities of literary genre and the problem of how to differentiate between fact and fiction. Throughout the semester we devote time to discussing practical questions such as how to use the library's catalog and (electronic) reference sources, as well as techniques for structuring and writing students' essays.

Credit 3 units. A&S: TH, CD BU: ETH

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**L75 JNE 176. Freshman 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 century 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?

Credit 3 units. A&S: TH, SD

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**L75 JNE 179. Freshman Seminar: Midrash: The Imaginative Interpretation of Biblical Texts**

Freshman Seminar. 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 proved to be smart, playful, at times even slippery, and yet substantial. Addressing the literary, historical, and cultural context in which Rabbinic Midrash developed, we get to know a variety of Midrashic collections and styles covering a time span from late antiquity to the Middle Ages. All primary sources are read in translation. Throughout the semester we devote time to discussing practical questions such as how to use the Library's catalog and (electronic) reference sources, as well as techniques for structuring and writing students' essays.

Credit 3 units. A&S: TH

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**L75 JNE 200. Internship**

For students with at least one course in Jewish and Near Eastern Studies who wish to do an internship. Prerequisite: permission of the director of the program. A learning agreement must be submitted and approved prior to beginning internship work.

Credit 3 units.

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**L75 JNE 2001. Asian and Near Eastern Languages and Literatures**

Same as ANELL 200

Credit 3 units. A&S: TH, CD BU: BA, HUM, IS

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**L75 JNE 2011. Intermediate Hindi I**

Same as Hindi 201

Credit 5 units. A&S: LA BU: HUM, IS

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**L75 JNE 202. Intro to Religious Traditions I: Judaism, Christianity, and Islam**

Same as Re St 202

Credit 3 units. A&S: TH BU: ETH

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**L75 JNE 2021. Intermediate Hindi II**

Same as Hindi 202

Credit 5 units. A&S: LA BU: HUM, IS

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**L75 JNE 2051. Literature and Film from Asia and the Near East**

Same as ANELL 205

Credit 3 units. A&S: TH, CD BU: BA, IS

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**L75 JNE 207D. Intermediate Arabic I**

Same as Arab 207D

Credit 5 units. A&S: LA BU: HUM, IS

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**L75 JNE 208D. Intermediate Arabic II**

Same as Arab 208D

Credit 5 units. A&S: LA BU: HUM, IS

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**L75 JNE 208F. Introduction to Jewish Civilization**

This course is a selective survey of the historical, religious, cultural, literary, and political development of Judaism from antiquity to the present. Topics include the development of the Bible and subsequent textual tradition of Judaism, the basic concepts of Jewish religious thought, Jewish law, custom and ritual, and art. The course highlights a variety of Jewish communities in different cultural and geographical settings, such as the Jews in the Roman Empire, Jewish life under Medieval Islam and Christianity, and the Jewish experience in modern Europe, the United States, and Israel. Each week a different topic is studied through primary and secondary readings (in translation) and supplemented by audiovisual materials.

Credit 3 units. A&S: TH BU: ETH, IS FA: SSP

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**L75 JNE 2091. Scriptures and Cultural Traditions**

Same as Hum 209

Credit 3 units. A&S: TH, CD BU: ETH

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**L75 JNE 210C. Introduction to Islamic Civilization**

Historical survey of Islamic civilization in global perspective. Chronological coverage of social, political, economic, and cultural history is balanced with focused attention to special topics, which include: aspects of Islam as religion; science, medicine, and technology in Islamic societies; art and architecture; philosophy and theology; interaction between Islamdom and Christendom; Islamic history in the Middle East, South Asia, Southeast Asia, and Central Asia as well as Africa; European colonialism; globalization of Islam and contemporary Islam.

Credit 3 units. A&S: TH, CD BU: ETH, IS FA: SSP

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**L75 JNE 213D. Intermediate Modern Hebrew I**

Same as MHBR 213D

Credit 5 units. A&S: LA BU: HUM, IS

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**L75 JNE 214D. Intermediate Modern Hebrew II**

Same as MHBR 214D

Credit 5 units. A&S: LA BU: HUM, IS

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**L75 JNE 216D. Intermediate Persian I**

Same as Pers 216D

Credit 5 units. A&S: LA BU: HUM, IS

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**L75 JNE 217D. Intermediate Persian II**

Same as Pers 217D

Credit 5 units. A&S: LA BU: IS

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**L75 JNE 225C. Intro to Indic Culture & Civilization**

Credit 3 units. A&S: TH BU: ETH FA: SSP

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**L75 JNE 240. Representations of the Holocaust in Literature and Film**

As the Holocaust recedes into the historical past, our knowledge of the event becomes increasingly dominated by literary and cinematic representations of it. This course focuses on such depictions of the Holocaust in literature and film and raises a number of provocative questions: What does it mean to represent the horror of the Holocaust? Can one effectively depict the event in realistic terms, or do unrealistic representations work better? What happens to the history of the Holocaust when it becomes the subject of a fictional text? Who is authorized to speak for the victims? Are representations of perpetrators appropriate? What types of representations help us to remember the Holocaust in the 21st century? We grapple with these challenging questions by examining both literary texts by American, European, and Israeli authors from a range of genres, including survivor memoirs, fictional narratives, a graphic novel, drama and poetry, and a number of films that depict the Holocaust.

Credit 3 units. A&S: TH

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**L75 JNE 300. Introduction to the Hebrew Bible/Old Testament**

Same as Re St 300

Credit 3 units. A&S: TH BU: ETH, HUM FA: SSP

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**L75 JNE 301C. The Jews in the Ancient World**

Jewish history through the biblical and rabbinic periods; emphasis on political, cultural, and religious life and ideas.

Credit 3 units. A&S: TH, CD BU: BA, HUM FA: SSP

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**L75 JNE 302. Introduction to the History and Culture of Ancient Mesopotamia**

This course introduces students to the first great human civilization, Ancient Mesopotamia. Combining textual evidence and material remains, we survey all major facets of Mesopotamian culture: the environment, political history, and "everyday life," including portraits of several material, social, and economic aspects of society: religion, myth, art, science, and medicine. The course focuses on helping the student to understand empathetically the Mesopotamian world view, to interact with primary materials (in translation), and to evaluate the ideas of historians dedicated to investigating this culture. Because some of the practices of this ancient culture are quite different from our own (e.g. magic, divination, the gods) yet others have made important contribu-

tions to world civilization (including the West, e.g. writing and astronomy), the course also is an important experience in cross-cultural learning.

Credit 3 units. A&S: TH BU: ETH, HUM

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**L75 JNE 305B. Greater Central Asia in Crisis**

Same as Anthro 305B

Credit 3 units. A&S: SS, CD BU: BA, IS FA: SSP

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**L75 JNE 306. Between Submission and Power: Women and Family in Islam.**

Same as WGSS 306

Credit 3 units. A&S: SS, CD BU: ETH FA: SSP

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**L75 JNE 3061. Modern Jewish Writers**

Same as Comp Lit 306

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

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**L75 JNE 307D. Advanced Arabic I**

Same as Arab 307D

Credit 4 units. A&S: LA BU: HUM, IS

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**L75 JNE 3082. Introduction to Rabbinic Judaism**

Same as Re St 3082

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L75 JNE 308D. Advanced Arabic II**

Same as Arab 308D

Credit 4 units. A&S: LA BU: HUM, IS

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**L75 JNE 309. Classical Jewish Philosophy**

The history of Jewish philosophy, from the ancient world through medieval thinkers such as Maimonides and Halevi, is surveyed in the context of the development of Western philosophy.

Credit 3 units. A&S: TH BU: ETH FA: SSP

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**L75 JNE 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 the equivalent.

Credit 3 units. A&S: TH BU: ETH FA: Lit, SSP

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**L75 JNE 3101. The Problem of Evil**

Same as Re St 3101

Credit 3 units. A&S: TH BU: ETH

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**L75 JNE 3122. From Country to Heavy Metal: Ancient Civilizations of the Old World**

Same as Anthro 3122

Credit 3 units. A&S: SS BU: IS

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**L75 JNE 313C. Islamic History 622-1200**

Same as History 313C

Credit 3 units. A&S: TH BU: IS FA: SSP

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**L75 JNE 3149. The Late Ottoman Middle East**

Same as History 3149

Credit 3 units. A&S: TH, CD, SD BU: IS

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**L75 JNE 314C. Islamic History: 1200-1800**

Same as History 314C

Credit 3 units. A&S: TH BU: IS FA: SSP

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**L75 JNE 3150. The Middle East in the 20th Century**

Same as History 3150

Credit 3 units. A&S: TH, CD, SD BU: IS

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**L75 JNE 3152. The History of Iran from 1501 to the Present**

Same as History 3152

Credit 3 units. A&S: TH BU: IS FA: SSP

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**L75 JNE 316. Advanced Persian I**

Same as Pers 316

Credit 3 units. A&S: LA BU: HUM, IS

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**L75 JNE 3200. An Introduction to Literature and Visual Culture in the Arab World**

Same as ANECC 320

Credit 3 units. A&S: TH BU: IS

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**L75 JNE 320D. Advanced Modern Hebrew I**

Same as MHBR 320D

Credit 3 units. A&S: LA BU: HUM, IS

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**L75 JNE 3221. Topics: The Jewish Experience in Italy, 1850-1945**

Same as Ital 3221

Credit 3 units. A&S: TH

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**L75 JNE 322D. Modern Jewish Literature in Hebrew**

Same as MHBR 322D

Credit 3 units. A&S: LA BU: IS

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**L75 JNE 3241. Hebrew of the Media**

Same as MHBR 324

Credit 3 units. A&S: LA

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**L75 JNE 3273. Intro to Israel Studies**

An exploration of Israel in the Jewish experience from antiquity to modernity and in the history and culture of the Middle East. Special attention is paid to the modern state of Israel and current issues in its politics, economy, and society. JNE 5273 is intended for graduate students only.

Credit 3 units. A&S: TH BU: IS

**L75 JNE 3313. Women and Islam**

Same as Anthro 3313

Credit 3 units. A&S: SS, CD BU: BA FA: SSP

**L75 JNE 3331. The Holocaust**

Same as History 333

Credit 3 units. A&S: TH, SD BU: ETH, HUM, IS FA: SSP

**L75 JNE 334C. History of the Jews in Christian Europe to 1789**

Same as History 334C

Credit 3 units. A&S: TH, CD BU: ETH, HUM, IS FA: SSP

**L75 JNE 335C. The Jews in the Modern World**

Same as History 335C

Credit 3 units. A&S: TH, CD BU: ETH, HUM FA: SSP

**L75 JNE 336C. History of the Jews in Islamic Lands**

Same as History 336C

Credit 3 units. A&S: TH BU: HUM FA: SSP

**L75 JNE 340. Israeli Women Writers**

Same as MHBR 340

Credit 3 units. A&S: TH, CD, SD, WI BU: HUM FA: Lit

**L75 JNE 341. The Jewish People in America**

History of the Jews in North America from the colonial era to the present. Close reading of primary sources, with an emphasis on the central issues and tensions in American Jewish life; political, social, and economic transformations; and religious trends.

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

**L75 JNE 3415. Jewish-Gentile Relations in the United States, 1830-1970**

Throughout their history Jews faced non-Jewish majorities, and America was no different. Yet unlike Europe, the United States has been, overall, a very hospitable place for Jews, and many of them came to see their new country as "the Promised Land." The course focuses on the relations between Jews and their non-Jewish neighbors from the beginning of a significant Jewish immigration to the United States in the 1830s. The course ends in the 1970s in order to analyze what most historians interpret as a rightward and inward turn of American Jewry (especially after 1967) and link it to the larger wave of ethnic revival in America.

As a whole, the course looks at the interethnic and interreligious dimensions of American Jewish life and relates them to the larger American context. How did American Jews view their fellow countrymen and how did these opinions, in turn, affect Jewish integration into the larger society? How did the gamut of relations with other groups, which ran from animosity to coalition building and amity, change the country's political and cultural landscape? How did political and class differences within Jewish communities influence the character of interaction with other communities? Can we learn from the Jewish case about more general patterns of majority-minority relations in America?

Credit 3 units. A&S: TH BU: BA

**L75 JNE 344. Imagining the Holocaust in Contemporary Jewish Literature**

Recent public discourse on the Holocaust has displayed an anxiety that, with the gradual dying out of the survivor generation, the Holocaust too will soon pass into oblivion and one day be forgotten. Accompanying this anxiety about the vanishing eyewitness and the crisis of forgetting is often a parallel skepticism about narratives of the Holocaust that are not rooted in the direct experience of the survivor. Despite an injunction against fictional and imaginative representations of the Holocaust by survivors such as Elie Wiesel, however, the past 20-plus years have seen a wave of imaginative literature about the Holocaust written by nonsurvivors. This course examines recent post-Holocaust literature, both fictional and autobiographical, by contemporary Jewish writers from Europe, Israel, and the United States, including works by Art Spiegelman, David Grossman, Aharon Appelfeld, Nathan Englander, Anne Michaels, Nava Semal, Patrick Modiano, Jurek Becker, and others. Central to our inquiry into this literature are the questions of language, narrative structure, referentiality, artistic representation, intergenerational trauma, vicarious memory, and post-Holocaust Jewish identity.

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

**L75 JNE 345. Mesopotamian Mythology: Stories from Ancient Iraq**

In this course we read, explore, and interpret various ancient myths originating from the fertile crescent, especially ancient Iraq, between the years 2500 and 400 bce. The Epic of Gilgamesh, the Enuma Elish, myths of the goddess Ishtar as well as various flood and creation accounts are among those we read. Cultural background information is examined to situate each myth in its ancient context. Various theories of interpreting myth also are explored in order to appreciate the power and the many uses of these multivalent stories. Several basic questions underlie all that we do throughout the semester: What is myth? How should we understand the conceptualization of the category "myth" (in other words, How does myth work?)? Does myth still play a role in our own modern cultures?



Credit 3 units. A&S: TH, CD BU: HUM

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**L75 JNE 348. Medieval Jewish Travelogues, Chronicles, and Biographies**

Same as BHBR 348

Credit 3 units. A&S: TH

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**L75 JNE 349. Yidishkayt: Yiddish Literature in English Translation**

This course traces the emergence, development, flourish, and near-decline of Yiddish literature, beginning with some of the earliest writings to appear in Yiddish in the late Middle Ages and early modern period, continuing with 19th-century attempts to establish a modern Yiddish literature and the 20th-century emergence of both a classical canon and a literary avant garde, and ending with post-Holocaust attempts to retain a Yiddish literary culture in the near absence of Yiddish-speaking communities. Focusing on the role of Yiddish as the "national" language of Ashkenaz, the course examines the ways in which Yiddish literature has responded to the social conditions of European Jewish life, exploring among others the relationship between Yiddish and the non-Jewish cultures in which it existed; the tensions between secular trends versus religious tradition; life in the shtetl and in the metropolis; immigration from the old world to the new; and Yiddish literary responses to the Holocaust.

Credit 3 units. A&S: TH

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**L75 JNE 350. Israeli Culture and Society**

An examination of critical issues in contemporary Israeli culture and society, such as ethnicity, speech, humor, religious identity, and the Arab population, using readings in English translation from a variety of disciplines: folklore, literary criticism, political science, sociology, psychology, anthropology. Prerequisite: sophomore standing or permission of instructor.

Credit 3 units. A&S: TH, CD, SD BU: HUM FA: SSP

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**L75 JNE 355C. The Flowering of Islamic Literature, 500-1200**

Same as Comp Lit 355C

Credit 3 units. A&S: TH, CD BU: HUM FA: Lit

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**L75 JNE 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 is examined against the background of musical development in general, the social, political, and religious context of the composers, and written reflections about Jewish music. Examples of Jewish art music are analyzed through different

approaches in order to determine the cultural interrelationships between Jews and non-Jews, Jewish cultural autonomy, and the perception of Jewishness in music.

Credit 3 units. A&S: LA, CD BU: HUM

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**L75 JNE 3582. Music in Jewish Culture and Society**

The common term "Jewish Music" raises numerous questions that emanate from the difficulty to define "Jewish" identity of any given music. This course deals with various approaches to the definition of Jewish music, perceived as a cultural and sociological component in the Jewish communities throughout the Diaspora. We survey the functions in which music is performed in traditional Jewish communities, especially Jewish liturgy, and the substantial vicissitudes in these musics after the European Enlightenment, European colonialism in north Africa, and in the Mediterranean. We study the background and the different characteristics of selected Jewish communities-Ashkenazic, Sephardic, Italian, Yemenite, and others-as well as instrumental music, questions of gender, and the relationship between music and text. A secondary goal of this course is the study of the bibliography and discography of Jewish musics.

Credit 3 units. A&S: TH, CD

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**L75 JNE 3583. The Soundtrack of Israeli History**

This course explores connections between Israeli history, nationality, and culture, and between Israeli art music. Such an encounter between reveals the reflection of, and responses to, local social developments in various historic and constitutive moments in Israeli history such as: the fifth Aliya (wave of immigration) in the 1930s, the statehood years, the waning of nationalistic sentiments in the late 1950s, the aftermath of Israeli wars, the negotiation between Israeli and Jewish identities, and even artistic expressions of postmodernity within the Israeli context. These histories are surveyed through historical studies as well as through their musics and against the background of developments in 20th-century music.

Credit 3 units. A&S: TH, CD

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**L75 JNE 362. Approaches to the Qur'an**

Same as Re St 366

Credit 3 units. A&S: TH, CD BU: ETH

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**L75 JNE 364. Literature and Ethics**

Same as Comp Lit 364

Credit 3 units. A&S: TH BU: ETH

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**L75 JNE 365F. The Bible as Literature**

Same as E Lit 365F

Credit 3 units. A&S: TH BU: ETH FA: Lit

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**L75 JNE 367. Jewish American Literature "Roth and Company"**

Same as E Lit 367

Credit 3 units. A&S: TH BU: ETH FA: Lit

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**L75 JNE 3751. In the Beginning: Creation Myths of the Biblical World**

This course studies 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 examines how each culture borrows traditions and recasts them in a distinct idiom. The course further examines different approaches to mythology and to the study of ancient cultures and the Bible.

Credit 3 units. A&S: TH, CD, WI

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**L75 JNE 3781. Israeli Politics**

Same as Pol Sci 3781

Credit 3 units. A&S: SS, CD BU: IS FA: SSP

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**L75 JNE 380. Screening the Holocaust**

Same as Film 375

Credit 3 units. A&S: TH BU: BA FA: AH

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**L75 JNE 3841. Introduction to Biblical Hebrew**

Same as BHBR 384

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

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**L75 JNE 385D. Topics in Biblical Hebrew Texts:**

Same as BHBR 385D

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

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**L75 JNE 386. Topics in Jewish History**

Consult Course Listings for current topics. Prerequisite: permission of instructor.

Credit 3 units. A&S: TH FA: SSP

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**L75 JNE 387C. Topics in Hebrew Literature:**

Same as MHBR 387C

Credit 3 units. A&S: TH FA: Lit

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**L75 JNE 38C8. Religion and Politics in South Asia: Writing Intensive Seminar**

Same as History 38C8

Credit 3 units. A&S: TH, CD, WI

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**L75 JNE 3901. Lyrics of Mystical Love, East and West**

Same as Comp Lit 390

Credit 3 units. A&S: TH, CD, WI FA: Lit

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**L75 JNE 39T8. Sufism: Mystics in Islamic History: Writing Intensive Seminar**

Same as History 39T8

Credit 3 units. A&S: TH, CD, WI BU: HUM

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**L75 JNE 400B. Asian & Near Eastern Languages & Literatures Senior Seminar: Translation**

Same as ANELL 400

Credit 3 units. A&S: TH, CD

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**L75 JNE 4010. Fourth Level Modern Hebrew I**

Same as MHBR 4010

Credit 3 units. A&S: LA, WI BU: HUM, IS

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**L75 JNE 402. Fourth Level Modern Hebrew II**

Same as MHBR 402

Credit 3 units. A&S: LA BU: IS

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**L75 JNE 4020. Jerusalem, the Holy City**

An examination of the role that Jerusalem has played in three religious traditions—Judaism, Christianity, and Islam—through a study of archaeology, history, literature, politics, and theology from antiquity to contemporary times. A senior seminar in Jewish, Islamic, and Near Eastern Studies. During winter break, the class goes to Jerusalem as part of the course. Student portion of travel costs TBA. Students unable to make the trip receive a reduction to 4 units of course credit. Preference given to seniors majoring in Jewish, Islamic, and Near Eastern Studies. Others may enroll with instructor's permission.

Credit 5 units. A&S: TH, CD, SD

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**L75 JNE 403. Gender and Sexuality in Judaism**

A critical inquiry into the Jewish sociocultural construction of gender, past and present. Topics include the nature of the Jewish covenantal community and male circumcision as a sign of membership; the matrilineal principle of ancestry; genital emissions and purity; marriage and divorce; and male and female roles, including leadership roles. Documents by and about Jewish women, their daily lives and their sacred lives, are among the materials explored. JNE 208F is recommended.

Credit 3 units. A&S: TH, SD FA: SSP

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**L75 JNE 404. Islam Across Cultures**

Same as Anthro 4042

Credit 3 units. A&S: SS, CD FA: SSP

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**L75 JNE 4041. Islam and Politics**

Same as Anthro 4041

Credit 3 units. A&S: SS, CD BU: IS FA: SSP

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**L75 JNE 4042. Competing Ideologies and Nationalisms in the Arab-Israeli Arena**

We trace the roots of modern ideologies and nationalisms in the Middle East and analyze how they have developed in modern times under the influence of both secular and religious ideas. We examine how international politics have exerted their influence and how Arab and Israeli nationalism have affected one another. Among the topics discussed are Shi'ism, Nasserism, Zionism, and fundamentalism.

Credit 3 units. A&S: SS BU: IS

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**L75 JNE 405. Diaspora in Jewish and Islamic Experience**

The polarities of diaspora and home-periphery and center, wandering and rest, exile and return-have played important roles in the historical experience and religious culture of both Jews and Muslims. For long stretches of time, Jewish culture has been marked by the historical condition of statelessness combined with a theology of redemptive return. Paradoxically, it was the significant political and military success of Islam in its first millennium that helped to create a far-flung diaspora well removed from its center in Arabia. The institution of pilgrimage to Mecca counter-balanced 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: TH

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**L75 JNE 4051. Colloquial Arabic**

Same as Arab 405

Credit 3 units. A&S: LA BU: IS

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**L75 JNE 4060. Convivencia or Reconquista? Muslims, Jews, and Christians in Medieval Iberia**

Senior Seminar. This seminar provides an opportunity to explore in some depth various facets of the convivencia ("dwelling together"; coexistence) of Muslims, Jews, and Christians in medieval Iberia. While we pick up the timeline with the emergence of an Ibero-Islamic society in the 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 recon-

quista ("reconquest"), Catholic kingdoms acquired large Muslim enclaves. As borders moved, Jewish communities found themselves under varying Muslim or Christian dominion, or migrated from one realm to the other. Interactions between the three ethno-religious communities occurred throughout, some characterized by mutual respect and shared creativity and others by rivalry and strife. The course focuses on these religious and cultural contacts, placing them in various historical and geographic contexts. It raises questions concerning the ambiguities of religious change and concerning the interplay of persecution and toleration. Methodologically, the seminar emphasizes the study of primary sources, including documentary, historiographical, literary, and poetical texts. In the course of their study, attention is paid to peculiarities of genre, and difficulties involved in formulating historical assessments. In this sense, we also aim at developing critical reading skills in relation to secondary literature. Seniors in Jewish, Islamic, and Near Eastern Studies are given preference in admission. Advanced students in other fields are asked to contact the instructor prior to enrollment.

Credit 3 units. A&S: TH, CD

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**L75 JNE 407. Fourth Level Arabic I**

Same as Arab 407

Credit 3 units. A&S: LA BU: IS FA: Lit

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**L75 JNE 4070. Judaism and Islam in Comparative Perspective**

The historical trajectories of Rabbinic Judaism and Islam are intimately intertwined. Moreover, a strong argument can be made that Rabbinic Judaism and Islam bear some obvious affinities with one another. Nevertheless, the two traditions generally continue to be studied in isolation from one another. The goals of this seminar are (1) to foster better understanding of areas of historical contact and intersections between Jewish and Islamic civilizations and (2) to start the work of developing a common framework for the comparative study of the two traditions. We examine examples of sustained and meaningful contact such as Muslim-Jewish symbiosis in early Islam as well as interaction on the level of philosophical and theological discourses between medieval Jews and Muslims. We also attempt to identify instances of affinity between the two traditions through comparative study of their exegetical, messianic, legal, and mystical dimensions. Seniors in Jewish, Islamic, and Near Eastern Studies are given preference in admission. Advanced students from other departments and programs should contact the instructor prior to enrollment.

Credit 3 units. A&S: TH

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**L75 JNE 4081. Fourth Level Modern Arabic II**

Same as Arab 408

Credit 3 units. A&S: LA BU: IS FA: Lit

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**L75 JNE 4100. The Ottoman Empire: 1300-1800**

Credit 3 units. A&S: TH

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**L75 JNE 412. Islamic Theology**

Same as Re St 412

Credit 3 units. A&S: TH FA: SSP

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**L75 JNE 415. Topics in Judaism**

Prerequisite: permission of instructor.

Credit 3 units. A&S: TH

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**L75 JNE 420. Topics in the Israeli Short Story**

Same as MHBR 420

Credit 3 units. A&S: LA FA: Lit

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**L75 JNE 4201. Islam, Immigrants and the Future of European Culture**

Same as IAS 420

Credit 3 units. A&S: TH, WI

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**L75 JNE 4243. "Terrorism" and "The Clash of Civilizations"**

Same as Anthro 4243

Credit 3 units. A&S: SS, CD

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**L75 JNE 4274. Palestine, Israel, and the Arab-Israeli Conflict**

Same as History 4274

Credit 3 units. A&S: TH

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**L75 JNE 440. Topics in Rabbinic Texts**

Same as BHBR 440

Credit 3 units. A&S: TH

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**L75 JNE 4442. The Jewish Experience in Eastern Europe**

Same as History 4442

Credit 3 units. A&S: TH, CD FA: SSP

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**L75 JNE 445. Topics in Islam**

Saintly mediators between God and man play a central role in Islamic piety. A focus on major aspects of saintly mediation such as the emergence and spread of the cult of saints, its place within Islamic religiosity in comparison with prophecy, and the institutional framework within which such mediation occurs. Related issues such as conversion to Islam and Islamization of originally non-Islamic beliefs and practices addressed. Prerequisite: JNE 210CQ or permission of instructor.

Credit 3 units. A&S: TH BU: IS FA: SSP

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**L75 JNE 4512. Kings, Caliphs, and Emperors: Images of Authority in the Era of the Crusades**

Same as Art-Arch 4512

Credit 3 units. A&S: TH, CD

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**L75 JNE 4675. Beyond the Harem: Women, Gender, and Revolution in the Modern Middle East**

Same as History 4675

Credit 3 units. A&S: TH, CD, SD BU: BA

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**L75 JNE 471. Topics in Modern Arabic Literature in Translation**

Same as Arab 471

Credit 3 units. A&S: TH BU: ETH FA: Lit

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**L75 JNE 479. Senior Seminar in Religious Studies**

Same as Re St 479

Credit 3 units. A&S: TH, SD

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**L75 JNE 485. Topics in Jewish Studies:**

Consult Course Listings for current topic. Prerequisite: permission of instructor.

Credit 3 units. A&S: TH

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**L75 JNE 4851. Topics in American Jewish Studies**

Credit 3 units. A&S: TH

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**L75 JNE 487. Topics in Jewish and Near Eastern Studies: Readings in Midrash**

The aim of this course is to learn to read Midrash, the literature of classical Rabbinic Biblical interpretation. Addressing the literary, historical, and cultural context in which rabbinic Midrash developed, we get to know a variety of Midrashic collections covering a time span from late antiquity to the Islamic Middle Ages. These works were composed according to a complex set of exegetical and literary rules illustrated by the selected readings. Certain Midrashic genres reflect their origins in academic discourses, while others were delivered as public sermons, drawing on parables, legends, and folk lore. Among the topics studied are: How did the Rabbis read the Bible? What is the relationship between the plain meaning of the Biblical text and the polyphone interpretations of Midrash? Is Midrash a commentary or a literary discourse in its own right? Initially the Midrashic logic may seem elusive from the viewpoint of a modern Western reader, in turn its creative thinking proves to be smart, playful, at times even slippery, and yet substantial. All texts are read in translation.

Credit 3 units. A&S: TH

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**L75 JNE 4872. Colonial Cities and the Making of Modernity**

Same as History 4872

Credit 3 units. A&S: TH, CD FA: SSP

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**L75 JNE 4901. Topics in Islamic Thought: Proseminar in Methods and Approaches in Islamic Studies**

This seminar is an introduction to the methods, research tools, and theoretical assumptions that Islamicists have used to study diverse aspects of Islamic societies and civilizations, past and present. Critical reading and discussion of scholarly works are paired with bibliographical research assignments. Permission of the instructor.

Credit 3 units. A&S: TH

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**L75 JNE 497. Guided Readings in Arabic**

Same as Arab 497

Credit variable, maximum 5 units. A&S: LA

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**L75 JNE 4972. Guided Readings in Persian**

Same as Pers 4972

Credit variable, maximum 3 units. A&S: LA

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**L75 JNE 4973. Guided Readings in Hebrew**

Same as MHBR 4973

Credit variable, maximum 5 units. A&S: LA

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**L75 JNE 498. Guided Readings in Arabic**

Same as Arab 498

Credit 3 units. A&S: LA

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**L75 JNE 4982. Guided Readings in Persian II**

Same as Pers 4982

Credit variable, maximum 3 units. A&S: LA

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**L75 JNE 4983. Guided Readings in Modern Hebrew**

Same as MHBR 4983

Credit variable, maximum 5 units. A&S: LA

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**L75 JNE 4984. Guided Readings in Aramaic**

Same as BHBR 4984

Credit variable, maximum 6 units. A&S: TH

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**L75 JNE 4985. Guided Readings in Biblical Hebrew**

Same as BHBR 4985

Credit variable, maximum 6 units. A&S: LA

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**L75 JNE 4986. Guided Readings in Talmudic Aramaic and Rabbinic Texts**

Prerequisite: instructor's permission.

Credit variable, maximum 6 units. A&S: LA

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**L75 JNE 4987. Guided Readings in Akkadian**

Same as BHBR 4983

Credit variable, maximum 6 units. A&S: LA

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**L75 JNE 499. Study for Honors in Jewish, Islamic and Near Eastern Studies**

Prerequisites: senior standing and permission of the chair of the program.

Credit 3 units. A&S: TH

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**L75 JNE 4996. Advanced Seminar in History: Islam in China**

Same as History 4996

Credit 4 units. A&S: TH, CD

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**Phone:** 314/935-8567

**Email:** [jines@wustl.edu](mailto:jines@wustl.edu)

**Departmental website:** <http://jines.artsci.wustl.edu/>

## Arts & Sciences: Korean

The Department of Asian and Near Eastern Languages and Literatures offers a minor in Korean.

**Language Placement:** Placement tests are required for all students entering our language programs, with the exception of those students who have had no previous knowledge of the language and are planning to enroll in the first semester of the first year of instruction. Students who test into second-year Korean and satisfactorily complete (with a grade of B– or better) at least one semester of language study may petition for 3 units of retroactive credit; students who test into third year or above and satisfactorily complete (with a grade of B– or better) at least one semester of language study may petition for 6 units of retroactive credit. Credit is limited to 3 units for testing into second year and 6 units for testing into third year or above. Please note that students with native language proficiency as determined by the individual language section, as well as students who enroll in a course below their placement level, are ineligible for retroactive credit units. Students who misrepresent the extent of their background so as to gain entrance to a course at the elementary or intermediate level will be dropped from that course.

For a list of affiliated faculty, please see the Department of Asian and Near Eastern Languages and Literatures faculty page.

The Department of Asian and Near Eastern Languages and Literatures does not offer a major in this area. Please visit the ANELL page for a list of available majors.

### The Minor in Korean

**Total required units:** 15–29

**Required courses:** Select from the following suggested courses or consult your minor adviser:

Korean 117D. First-Level Modern Korean I  
 Korean 118D. First-Level Modern Korean II  
 Korean 217. Second-Level Modern Korean I  
 Korean 218. Second-Level Modern Korean II  
 Korean 417. Third-Level Modern Korean I  
 Korean 418. Third-Level Modern Korean II  
 Korean 427. Fourth-Level Modern Korean I  
 Korean 428. Fourth-Level Modern Korean II  
 Korean 437. Contemporary Korean I  
 Korean 438. Contemporary Korean II  
 Korean 3060. East Asian Since 1500  
 Korean 3091. Confucian Thought  
 Korean 346. Topics in East Asian Religion  
 Korean 352. Literature of Modern and Contemporary Korea  
 Korean 355. Topics in Korean Literature and Culture  
 Korean 3891. East Asian Since 1945  
 Korean 4181. Gender and Sexuality in East Asian Religions  
 Korean 469. East Asian Feminisms

Korean 4892. Advanced Seminar: Women and Confucian Culture in East Modern East Asia

### Additional Information

The minor in Korean requires the completion of 18 credits, no more than 12 of which may be in language. Minimum requirements for the minor include two years of Korean language and the successful completion of at least two literature/culture courses, and at least 9 units must be 300-level or higher. Please note that students must earn a minimum of B– in language courses in order to proceed to the next level. Students who place out of language courses because of previous language training, or because they are native speakers of the language, must complete 15 units with literature and culture courses as approved by their minor adviser. No more than 3 units of credit earned at an institution other than Washington University may be applied to the minor. Students who participated in the Yonsei and Seoul National University Exchange Program may apply a maximum of 9 units of study-abroad credit to fulfill the requirements for the minor. The pass/fail grade option is not allowed for any minor courses.

**Study Abroad:** Students are strongly encouraged to participate in study abroad programs, usually during the junior year, and after a minimum of one year of language study. In Korea, overseas study is available at Yonsei University in Seoul.

**Transfer Credits:** Normally, no more than 3 units earned at an institution other than Washington University may be applied to the minor. Students who study at Yonsei and the Seoul National University Exchange Program may apply 9 units to the Korean minor.

#### L51 Korean 117D. First Level Modern Korean I

Introduction to the modern spoken and written language of Korea. Acquisition of the fundamentals of grammar, morphology, and oral communication skills. Note: students with some previous Korean language background must take the placement examination.  
 Credit 5 units. A&S: LA BU: IS

#### L51 Korean 118D. First Level Modern Korean II

Emphasis is placed upon the understanding, speaking, reading, and writing of Korean. Continuation of the acquisition of the fundamentals of grammar and morphology. Prerequisite: grade of B- or better in Korean 117D or placement by examination.  
 Credit 5 units. A&S: LA BU: IS

#### L51 Korean 200. Topics in Asian and Near Eastern Languages and Literatures

Same as ANELL 200  
 Credit 3 units. A&S: TH, CD BU: BA, HUM, IS

**L51 Korean 217. Second Level Modern Korean I**

Second-year course in standard modern Korean. Emphasis is placed upon speaking, reading, and writing of modern Korean. Prerequisite: grade of B- or better in Korean 118D, or placement by examination.

Credit 5 units. A&S: LA BU: IS

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**L51 Korean 218. Second Level Modern Korean II**

Continuation of second-year course in standard modern Korean. Prerequisite: grade of B- or better in Korean 217, or placement by examination.

Credit 5 units. A&S: LA BU: IS

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**L51 Korean 223C. Korean Civilization**

Same as ANECC 223

Credit 3 units. A&S: TH, CD, SD BU: IS

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**L51 Korean 299. Independent Study**

Prerequisite: permission of the instructor and the department chair.

Credit variable, maximum 6 units.

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**L51 Korean 346. Topics in East Asian Religion**

Same as Re St 346

Credit 3 units. A&S: TH

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**L51 Korean 352. Literature of Modern and Contemporary Korea**

This undergraduate course surveys the major writers and works of 20th-century Korean literature. During the 20th century Korea went through a radical process of modernization. From its colonization by Japan, to its suffering of a civil war within the cold war order, to its growth into a cultural and economic powerhouse, Korea's historical experience is at once unique and typical of that of a third-world nation. By immersing ourselves in the most distinctive literary voices from Korea, we examine how the Korean experience of modernization was filtered through its cultural production. In class discussion, we pay special attention to the writers' construction of the self and the nation. How do social categories such as ethnicity, class, gender, and race figure in the varying images of the self? And how do these images relate to the literary vision of the nation? Along the way, we observe the prominent ideas, themes, and genres of Korean literature. This class combines discussion with lecture with students strongly encouraged to participate. All literary texts are in English translation and no previous knowledge of Korean is required.

Credit 3 units. A&S: TH, CD, SD BU: IS

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**L51 Korean 355. Topics in Korean Literature & Culture**

Credit 3 units. A&S: TH, CD, SD

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**L51 Korean 3891. East Asia Since 1945: From Empire to Cold War**

Same as History 3891

Credit 3 units. A&S: TH, CD

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**L51 Korean 400. Asian & Near Eastern Languages & Literatures Senior Seminar**

Same as ANELL 400

Credit 3 units. A&S: TH, CD

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**L51 Korean 417. Third Level Modern Korean I**

Third-year course in standard modern Korean. Emphasis is placed upon reading and writing of modern Korean. Prerequisite: grade of B- or better in Korean 218, or placement by examination.

Credit 3 units. A&S: LA BU: IS

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**L51 Korean 418. Third Level Modern Korean II**

Continuation of third-year course in standard modern Korean. Emphasis is placed upon reading and writing. Prerequisite: grade of B- or better in Korean 417, or placement by examination.

Credit 3 units. A&S: LA BU: IS

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**L51 Korean 4181. Gender and Sexuality in East Asian Religions**

Same as Re St 418

Credit 3 units. A&S: TH, CD, SD

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**L51 Korean 427. Fourth Level Modern Korean I**

Fourth-year course in standard modern Korean (advanced level). Emphasis is placed on developing proficiency in all four areas of language skills (speaking, listening, reading, and writing) beyond the intermediate level. Prerequisite: grade of B- or better in Korean 418 or placement by examination.

Credit 3 units. A&S: LA BU: IS

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**L51 Korean 428. Fourth Level Modern Korean II**

Continuation of the fourth-year course in Standard Modern Korean. Emphasis is placed upon the further development of speaking, listening, reading, and writing, beyond the intermediate level. Prerequisite: grade of B- or better in Korean 427 or placement by examination.

Credit 3 units. A&S: LA BU: IS

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**L51 Korean 437. Contemporary Korean I: Topics in Korean Literature and Culture**

Advanced- to high advanced-level Korean course in standard modern Korean. Emphasis is placed on developing an advanced level of reading proficiency in Korean and writing ability in Korean for an academic or professional purpose. Prerequisite: grade of B- or better in Korean 418 or placement by examination with instructor's permission.



Credit 3 units. A&S: LA BU: IS

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**L51 Korean 438. Contemporary Korean II: Topics in Korean Literature and Culture**

Continuation of Korean 437. Advanced- to high advanced-level Korean course in standard modern Korean. Emphasis is placed on developing an advanced level of reading proficiency in Korean and writing ability in Korean for an academic or professional purpose. Prerequisite: grade of B- or higher in Korean 437 or placement by examination with instructor's permission.

Credit 3 units. A&S: LA BU: IS

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**L51 Korean 455. Topics in Korean Literature and Culture**

Credit 3 units. A&S: LA, CD

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**L51 Korean 495. Guided Readings in Korean**

This course normally is taken after successful completion of Korean 418 or by instructor's permission. May be repeated once. Prerequisite: instructor's permission.

Credit 2 units.

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**L51 Korean 497. Guided Readings in Korean**

This course normally is taken after successful completion of Korean 418, or by instructor's permission. May be repeated once. Prerequisite: instructor's permission.

Credit variable, maximum 3 units. A&S: LA

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**Contact Person:** Dr. M. Mimi Kim  
**Phone:** 314/935-4450  
**Email:** korean@wustl.edu  
**Departmental website:** <http://korean.artsci.wustl.edu>

## Arts & Sciences: Latin

The Department of Classics offers course work in Latin language, history, literature, archaeology, and culture. At Washington University, Latin is taught in the most progressive manner, using the latest innovations in textbooks and computer technology. The beginning student masters the grammar in two semesters and goes on immediately, in the third semester, to Virgil and Cicero. We maintain a strong program in Latin, from the textbook to graduate seminars, where our most advanced undergraduates are often working alongside graduate students in our vigorous and growing Master of Arts program. It is a remarkable and dynamic environment, one that the students find both rewarding and stimulating. The Department of Classics offers as well a variety of courses in Roman history, literature, archaeology, and culture, addressed both to the general undergraduate population and to those pursuing majors and minors within the department.

### Additional Information

**Study Abroad** : Study abroad for a semester in Rome or Athens is an option many Classics majors select. Washington University is a member of the Intercollegiate Center for Classical Studies (ICCS) consortium, and many majors attend the one-semester ICCS program in Rome. A knowledge of Latin or Greek to at least the intermediate level is required for admission to the Rome program. Students interested in studying at the Intercollegiate Center in Rome should consult Professor Cathy Keane. Students interested in the College Year in Athens Program should consult Professor Robert Lamberton.

For a list of affiliated faculty, please see the Department of Classics faculty page.

There is no major in this area. Students interested in Latin should explore either the major in Classics or the major in Ancient Studies offered through the Department of Classics.

There is no minor in this area. Students interested in Latin should explore either the minor in Classics or the minor in Ancient Studies offered through the Department of Classics.

#### L10 Latin 101D. Beginning Latin I

Introduction to morphology and syntax of classical Latin.  
Credit 4 units. A&S: LA BU: HUM, IS

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#### L10 Latin 102D. Beginning Latin II

Continuation of program begun in Latin 101D.  
Credit 4 units. A&S: LA BU: HUM, IS

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#### L10 Latin 190D. Intensive Elementary Latin I

An accelerated study of Latin grammar. For students with previous knowledge of Latin, graduate students outside of Classics, and for students willing to work at an accelerated pace.  
Credit 5 units. A&S: LA BU: IS

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#### L10 Latin 210. Intensive Elementary Latin II

Completion of work begun in Latin 190D followed by readings in original Latin poetry and prose. Successful completion of Latin 210 with a grade of B+ or better allows the student to proceed directly to Latin 318C.

Credit 5 units. A&S: LA BU: IS

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#### L10 Latin 301. Introduction to Latin Literature I

Intensive 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. Prerequisite: Latin 101D, placement by examination, or permission of instructor.

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

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#### L10 Latin 316I. Introduction to Latin Literature II: Elementary Prose and Poetry

Appreciation of literary forms through study of selected elementary literary texts in Latin prose and poetry. Prerequisite: Latin 301, placement by examination, or permission of the instructor.

Credit 3 units. A&S: LA

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#### L10 Latin 317I. Survey of Latin Literature: The Republic

A broad overview of the major literary achievements of the last two centuries of the Roman Republic with emphasis on figures such as Catullus, Lucretius, Caesar, and Cicero. Prerequisite: Latin 102D with a grade of B+ or better, or Latin 301C, or Latin 316I (or 316C), or placement by examination, or permission of the instructor.

Credit 3 units. A&S: LA

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#### L10 Latin 318I. Survey of Latin Literature: The Empire

A broad overview of the major literary achievements of the first century of the Roman Empire with emphasis on figures such as Virgil and Livy. Prerequisite: Latin 102D with a grade of B+ or better, or Latin 316I (or 316C), or Latin 317I (or 317C), or placement by examination, or permission of the instructor.

Credit 3 units. A&S: LA

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#### L10 Latin 350W. Writing About Latin Literature

Latin courses at the 300 level with enhanced writing requirements may be taken under this designation as writing-intensive courses. Required: permission of instructor.

Credit 3 units. A&S: TH, WI

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#### L10 Latin 370. Topics in Latin Literature:

Study in selected problems, eras, or generic sequences; specific topic for each semester in Course Listings. May be repeated for credit for study of different topics. Prerequisites: Latin 318C or permission of instructor.

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

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**L10 Latin 401. Medieval Latin**

Credit 3 units. A&S: TH FA: Lit

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**L10 Latin 413. Latin Philosophical Writers**

Readings among various writers of philosophy in Latin, ranging from Cicero to Seneca to Augustine. Texts vary, therefore, course may be taken more than once.

Credit 3 units. A&S: TH FA: SSP

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**L10 Latin 415. Cicero**

Credit 3 units. A&S: TH FA: SSP

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**L10 Latin 416. Seneca**

Credit 3 units. A&S: TH

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**L10 Latin 419. Julius Caesar and His Image**

Credit 3 units. A&S: TH

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**L10 Latin 4215. Plautus**

Credit 3 units. A&S: TH FA: SSP

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**L10 Latin 422. Lucretius**

Credit 3 units. A&S: TH FA: SSP

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**L10 Latin 431. Vergil: The Aeneid**

Credit 3 units. A&S: TH FA: Lit

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**L10 Latin 432. Horace on Poetry**

Credit 3 units. A&S: TH

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**L10 Latin 433. Ovid**

Credit 3 units. A&S: TH

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**L10 Latin 441. ROMAN SATIRE**

Credit 3 units. A&S: TH

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**L10 Latin 444. Latin Prose Composition**

Readings in Cicero coupled with exercises in composition of Latin prose, with attention to grammatical and idiomatic accuracy as well as elegance of style.

Credit 3 units. A&S: TH FA: SSP

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**L10 Latin 451. The Roman Historians**

Credit 3 units. A&S: TH FA: SSP

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**L10 Latin 471. Elegiac Poetry**

Credit 3 units. A&S: TH FA: Lit

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**L10 Latin 493. Readings in Latin Prose**

A survey of the major genres of Latin prose, history, oratory, and philosophy. Authors may include Caesar, Cicero, Seneca, Tacitus. Aim is to develop reading facility and understanding.

Credit 3 units. A&S: TH FA: Lit

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**L10 Latin 494W. Topics in Latin Literature**

Advanced Latin seminars with enhanced writing requirements may be taken under this designation as writing-intensive courses. Required: permission of instructor.

Credit 3 units. A&S: TH, WI

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**L10 Latin 495. Topics in Republican Latin**

May be repeated for credit for study of different topics.

Credit 3 units. A&S: TH FA: SSP

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**L10 Latin 496. Tacitus**

Credit 3 units. A&S: TH FA: SSP

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**L10 Latin 4961. Topics in Empire Latin**

May be repeated for credit for study of different topics.

Credit 3 units. A&S: TH FA: SSP

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**L10 Latin 497. Honors Course I**

Prerequisites: junior standing, a grade of A- or better in courses in Latin numbered 300 or above, and permission of the Department chair. Either Latin 497 or Greek 499 must be taken by all Honors candidates.

Credit 3 units.

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**L10 Latin 498. Honors Course II**

Prerequisites: junior standing, a grade of A- or better in courses in Latin numbered 300 or above, and permission of the Department chair. Either Latin 497 or Greek 499 must be taken by all Honors candidates.

Credit 3 units.

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**Contact Person:**

Cathy Marler

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314/935-5123

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**Departmental website:**

<http://classics.artsci.wustl.edu>

If you have particular interest in the cultures and societies of Latin America, but would like to study them from a comparative, interdisciplinary perspective, you may major in International and Area Studies (IAS) with a concentration in Latin American Studies. This program offers a wide range of courses, covering different aspects of pre-Hispanic, colonial and modern cultures, and connecting the study of ancient traditions with contemporary debates. Survey courses and seminars incorporate approaches from cultural theory; historical, political, and anthropological analysis; and cultural studies. Washington University, with its Latin American Studies program, was one of the 10 founding institutions funded by a Ford Foundation grant in 1964. Students in this track generally acquire a high level of competency in Spanish and/or Portuguese, depending on field of specialization. Our overseas programs in Chile, Ecuador, and Mexico would be especially appropriate for students of Spanish as well as for those interested in conducting field work in these regions.

## Chair

### Mabel Moraña

William H. Gass Professor in Arts & Sciences  
Ph.D., University of Minnesota  
(Romance Languages and Literatures, IAS)

## Endowed Professor

### Elzbieta Sklodowska

Randolph Family Professor in Arts & Sciences  
Ph.D., Washington University  
(Romance Languages and Literatures)

## Professor

### David L. Browman

Ph.D., Harvard University  
(Anthropology)

## Associate Professors

### J. Andrew Brown

Ph.D., University of Virginia  
(Romance Languages and Literatures)

### Brian Crisp

Ph.D., University of Michigan  
(Political Science)

### Bret Gustafson

Ph.D., Harvard University  
(Anthropology)

## Assistant Professors

### Stephanie Kirk

Ph.D., New York University  
(Romance Languages and Literatures)

### Tabea Linhard

Ph.D., Duke University  
(Romance Languages and Literatures)

### Derek Pardue

Ph.D., University of Illinois–Urbana  
(Anthropology, IAS)

### Guillermo Rosas

Ph.D., Duke University  
(Political Science)

### Ignacio Sánchez Prado

Ph.D., University of Pittsburgh  
(Romance Languages and Literatures, IAS)

## Professors Emeriti

### Pedro C. Cavalcanti

Ph.D., University of Warsaw  
(Anthropology)

### John F. Garganigo

Ph.D., University of Illinois  
(Romance Languages)

### Richard J. Walter

Ph.D., Stanford University  
(History)

## The Major in Latin American Studies/International and Area Studies

**Total units required:** 27 to 30 graded credits plus four semesters (or the equivalent) of a Latin American language.

### Required courses:

IAS 165C. Survey of Latin American Culture (3 credits).  
IAS 207. Crossing Borders (3 credits).

### Elective courses:

- A world-area focused course outside of the LAS concentration (3 credits).
- 18 credits of advanced course work with Latin American content drawn from at least three different departments (Anthropology, Art History, Comparative Literature,

Economics, Film, History, Music, and Political Science). At least 3 of those 18 credits must include a 400-level course that originates in LAS.

#### Regulations:

- No more than 6 credits may be from a semester of study abroad (9 credits from a year of study abroad) (400-level credits must be earned on campus or in Washington University courses taught abroad).
- For those who do not study abroad, an additional 3 credits at the 300 or 400 level is required.
- No more than 3 credits may be from directed readings, research, or internships excluding the honors thesis.
- The 18 to 21 advanced credits must be unique to the IAS major.
- If your prime major is IAS, you must participate in a capstone experience. This may take the form of an honors thesis, a senior project, or a specially designated 400-level course. Any of these options may fulfill the 400-level credit requirement. For more details, see the IAS Handbook section on capstone experiences.

### Additional Information

**Language Requirement for the Major in Latin American Studies/International and Area Studies:** All majors must satisfy a foreign language requirement. You may satisfy this requirement with the successful completion of the first four semesters of language instruction in the language program of choice (other than English) or the equivalent. Entering students wishing to prove equivalency must take the Washington University Placement test for the language in question or score a 5 on the AP test. Students claiming the status of native speakers may be exempted from the placement test by the undergraduate director or by the section coordinator of the language program in question. We encourage students interested in IAS who have achieved a high level of language competency before entering Washington University to continue their language study, either in the same language or in an additional language, but it is assumed that you will satisfy your requirement by demonstrating competence in at least one language through the fourth semester.

**Study Abroad:** You are strongly encouraged to study abroad in one of Washington University's overseas programs during your junior year or the summer. Some credit for courses taken abroad may be applied to the major. For those who do not study abroad, an additional 3-credit course at the 300 or 400 level is required.

**Senior Honors:** If you have a strong academic record, you may apply to work toward Honors by writing an Honors thesis during your senior year.

## The Minor in Latin American Studies/International and Area Studies

#### Required courses:

- 18 graded credits plus four semesters (or the equivalent) of a Latin American language.
- IAS 165C. Survey of Latin American Culture (3 credits).
- IAS 207. Crossing Borders (3 credits).
- At least 12 credits of advanced (300-plus ) course work drawn from at least two different departments, all focused on Latin America, as determined in consultation with the adviser.
- No more than 3 credits may be from independent study or research.
- No more than 3 credits may be from a semester or summer of study abroad (6 credits from a year of study abroad).
- All advanced credits must be unique to the IAS minor (i.e. not counted toward any other major or minor).

### Additional Information

**Language Requirement for the Minor in Latin American Studies/International and Area Studies:** All minors must satisfy a foreign language requirement. You may satisfy this requirement with the successful completion of the first four semesters of language instruction in the language program of choice (other than English) or the equivalent. Entering students wishing to prove equivalency must take the Washington University Placement Test for the language in question or score a 5 on the AP test. Students claiming the status of native speakers may be exempted from the placement test by the undergraduate director or by the section coordinator of the language program in question. We encourage students interested in IAS who have achieved a high level of language competency before entering Washington University to continue their language study, either in the same language or in an additional language, but it is assumed that you will satisfy your requirement by demonstrating competence in at least one language through the fourth semester.

**Study Abroad:** You are strongly encouraged to study abroad in one of Washington University's overseas programs during your junior year or the summer. Some credit for courses taken abroad may be applied to the minor.

#### L45 LatAm 165C. Survey of Latin American Culture

Same as IAS 165C

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

#### L45 LatAm 3092. Indigenous Peoples and Movements in Latin America

Same as Anthro 3092

Credit 3 units. A&S: SS, CD, SD BU: ETH

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**L45 LatAm 310C. Ancient Civilizations of the New World**

Same as Anthro 310C

Credit 3 units. A&S: TH, CD BU: HUM FA: AH

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**L45 LatAm 312. Hispanic Culture and Civilization II**

Same as Span 312

Credit 3 units. A&S: TH, CD BU: BA FA: SSP

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**L45 LatAm 321C. Latin America: From Colonialism to Neocolonialism, 1492 - 1898**

Same as History 321C

Credit 3 units. A&S: TH, CD BU: HUM, IS FA: SSP

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**L45 LatAm 3226. Environmental History of Latin America**

Same as History 3225

Credit 3 units. A&S: TH, CD

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**L45 LatAm 322C. Latin America in the 20th and 21st Centuries: Reform or Revolution?**

Same as History 322C

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

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**L45 LatAm 3254. Vote for Pedro: a Critical Look at Youth and Popular Cultures**

Same as Anthro 3254

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L45 LatAm 3260. Race, Class and Gender: Cultural Readings of Brazil and Its Cities**

Same as IAS 3260

Credit 3 units. A&S: SS, SD BU: IS

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**L45 LatAm 326B. Latin American Politics**

Same as Pol Sci 326B

Credit 3 units. A&S: SS BU: IS FA: SSP

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**L45 LatAm 331. Hispanic Art/Arte Hispano**

Same as Span 331

Credit 3 units. A&S: TH BU: IS FA: AH

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**L45 LatAm 3351. The Ancient Maya: Archaeology and History**

Same as Anthro 3351

Credit 3 units. A&S: SS, CD

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**L45 LatAm 3352. Spanish-American Literature of the Long 19th Century**

Same as Span 3352

Credit 3 units. A&S: TH

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**L45 LatAm 335C. Spanish American Literature I**

Same as Span 335C

Credit 3 units. A&S: TH, CD BU: IS FA: Lit

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**L45 LatAm 336C. Spanish American Literature II**

Same as Span 336C

Credit 3 units. A&S: TH, CD BU: IS FA: Lit

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**L45 LatAm 3520. Conquest & Colony: Cultural Encounters in the New World**

Same as History 3520

Credit 3 units. A&S: TH, CD

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**L45 LatAm 3800. Surveys of Hispanic Cultures**

Same as Span 380

Credit 3 units. A&S: TH, CD BU: ETH

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**L45 LatAm 382. Latin American DissemiNations: Migrations and Identities in the 20th and 21st Centuries**

Same as IAS 382

Credit 3 units. A&S: TH, SD BU: IS

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**L45 LatAm 383. Reading the Scores: Understanding Brazilian Music through Social Categories**

Same as IAS 383

Credit 3 units. A&S: SS, WI BU: IS

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**L45 LatAm 416. Latin American Theater**

Same as Span 426

Credit 3 units. A&S: TH, SD FA: AH

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**L45 LatAm 4231. Contemporary Issues in Latin America**

Same as Pol Sci 4231

Credit 3 units. A&S: SS BU: IS FA: SSP

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**L45 LatAm 4240. Latin American Literature and Theory: Reading the State, Culture and Desire**

Same as Span 424

Credit 3 units. A&S: TH

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**L45 LatAm 4241. Topics in Literature: Religious Transformations in the Early Modern Americas**

Same as E Lit 424

Credit 3 units. A&S: TH FA: Lit

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**L45 LatAm 4263. The Erotics of Violence in Latin America**

Same as Span 4261

Credit 3 units. A&S: TH

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**L45 LatAm 428. Spanish-American "Traditional" Novel**

Same as Span 4281



Credit 3 units. A&S: TH, SD FA: Lit

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**L45 LatAm 430. Latin American Essay**

Same as Span 430

Credit 3 units. A&S: TH FA: Lit

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**L45 LatAm 431. Latin American Poetry I**

Same as Span 431

Credit 3 units. A&S: TH FA: Lit

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**L45 LatAm 432. Latin American Poetry II**

Same as Span 432

Credit 3 units. A&S: TH FA: Lit

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**L45 LatAm 4517. Anthropology and Development**

Same as Anthro 4517

Credit 3 units. A&S: SS, WI

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**L45 LatAm 4533. Narratives of Fear: Violence in Latin American Literature**

Same as Span 4533

Credit 3 units. A&S: TH

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**L45 LatAm 457. Gender and Modernity in Latin America**

Same as IAS 457

Credit 3 units. A&S: TH

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**L45 LatAm 4581. Bubblegum, Baseball and Boom: Latin American Cities Go Pop**

Same as IAS 4581

Credit 3 units. A&S: SS, WI

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**L45 LatAm 460. Postmodern Narratives in Latin America**

Same as IAS 460

Credit 3 units. A&S: TH

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**L45 LatAm 461. Latin American Cultural Studies: Critical and Theoretical Approaches**

Same as IAS 461

Credit 3 units. A&S: TH

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**L45 LatAm 462. Latin America and the West**

Same as IAS 462

Credit 3 units. A&S: TH

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**L45 LatAm 463. Seminar on Urban Cultures in Latin America**

Same as IAS 463

Credit 3 units. A&S: TH

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**L45 LatAm 464. Nation and Desire in Latin America**

Same as IAS 464

Credit 3 units. A&S: TH

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**L45 LatAm 4710. Development Economics**

Same as Econ 471

Credit 3 units. A&S: SS

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**L45 LatAm 489. Cities of the Past Future: Literary Institutions & Peripheral Modernity in the Latin-Am. Avant-Garde**

Same as Span 489

Credit 3 units. A&S: TH

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**L45 LatAm 4890. Advanced Seminar: Latin America and the US in the 20th Century**

Same as History 4890

Credit 4 units. A&S: TH FA: SSP

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**Contact Person:**

Toni Loomis

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**Departmental website:**

<http://ias.wustl.edu/>

## Arts & Sciences: Legal Studies

The Legal Studies minor is an interdisciplinary program that allows you to study the role of law and legal institutions in society. It is an academic program about law rather than vocational training in law.

When you minor in Legal Studies, you study about law in courses from anthropology, economics, history, philosophy, political science, and other liberal arts 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, you can design a course of study that addresses your individual needs and interests. You may choose to take advantage of internships available in law and government.

Legal Studies is an excellent prelaw program. It also prepares you well for other graduate study, as well as for a career in academia, business, politics, or social services.

### Chair

#### David T. Konig

Professor  
Ph.D., Harvard University  
(History and Law)

### Endowed Professors

#### John R. Bowen

Dunbar–Van Cleve Professor in Arts & Sciences  
Ph.D., University of Chicago  
(Anthropology)

#### Douglass C. North

Spencer T. Olin Professor in Arts & Sciences  
Ph.D., University of California–Berkeley  
(Economics)

### Professor

#### William R. Lowry

Ph.D., Stanford University  
(Political Science)

### Associate Professors

#### Elizabeth K. Borgwardt

J.D., Harvard University  
Ph.D., Stanford University  
(History)

#### Margaret C. Garb

Ph.D., Columbia University  
(History)

#### Andrew R. Rehfield

Ph.D., University of Chicago  
(Political Science)

### Assistant Professor

#### Ian R. MacMullen

Ph.D., Harvard University  
(Political Science)

### Professor Emeritus

#### Marvin J. Cummins

Ph.D., University of Colorado  
(Political Science)

There is no major available in this area. Students interested in undergraduate, preprofessional preparation for the study of law should contact the pre-law adviser in the College of Arts & Sciences, who is available to help you plan your course of study and prepare a strategy for applying for admission to law school.

## The Minor in Legal Studies

**Units required:** 18

#### Required courses:

The minor in Legal Studies requires 18 units of credit, of which at least 12 must be taken outside the department of the student's major. Students must take three courses at the upper-division (300+) level.

#### Elective courses:

Some of the courses available for credit toward the minor are listed below:

FOCUS 221. Seminar in Law and Society

FOCUS 222. Seminar in Law and Society

History 307. Law in American Life, Colonial Foundations to 1776

History 372. Law in American Life, The National Period, 1776–Present

History 3261. Law and Economics

Phil 100G . Logic and Critical Analysis

Phil 131F. Present Moral Problems

Phil 316. Mind and Morals

E Comp 312. Argumentation

WGSS 3561. Women and the Law

BHBR 385D. Biblical Law

Econ 353. Economics of Law

#### L84 Lw St 101B. American Politics

Same as Pol Sci 101B

Credit 3 units. A&S: SS BU: BA FA: SSP

**L84 Lw St 102B. Comparative Politics**

Same as Pol Sci 102B

Credit 3 units. A&amp;S: SS BU: BA, IS FA: SSP

**L84 Lw St 105G. Introduction to Logic and Critical Analysis**

Same as Phil 100G

Credit 3 units. A&amp;S: LA, QA BU: HUM FA: SSP

**L84 Lw St 107B. Introduction to Women's Studies**

Same as WGSS 100B

Credit 3 units. A&amp;S: TH, SD BU: BA, HUM FA: SSP

**L84 Lw St 120. Social Problems and Social Issues**

Same as AMCS 120

Credit 3 units. A&amp;S: SS BU: BA

**L84 Lw St 131F. Present Moral Problems**

Same as Phil 131F

Credit 3 units. A&amp;S: TH BU: ETH FA: SSP

**L84 Lw St 2020. The Immigrant Experience**

Same as AMCS 202

Credit 3 units. A&amp;S: SS, CD BU: ETH, HUM FA: SSP

**L84 Lw St 2030. Freshman Seminar: The Enigma of Thomas Jefferson**

Same as History 2030

Credit 3 units. A&amp;S: TH

**L84 Lw St 208B. Introduction to African American Studies**

Same as AFAS 208B

Credit 3 units. A&amp;S: TH, SD BU: HUM FA: SSP

**L84 Lw St 209B. Introduction to African-American Studies**

Same as AFAS 209B

Credit 3 units. A&amp;S: TH, CD BU: IS FA: SSP

**L84 Lw St 2101. Freshman Seminar: Gender and Citizenship**

Same as WGSS 210

Credit 3 units. A&amp;S: TH, SD BU: BA FA: SSP

**L84 Lw St 2152. The Theory and Practice of Justice: The American Historical Experience**

Same as History 2152

Credit 3 units. A&amp;S: TH, SD BU: BA, ETH, HUM FA: SSP

**L84 Lw St 2250. Freshman Seminar: African-American Women's History: Sexuality, Violence, and the Love of Hip-Hop**

Same as AFAS 2250

Credit 3 units. A&amp;S: TH, SD BU: BA

**L84 Lw St 233F. Biomedical Ethics**

Same as Phil 233F

Credit 3 units. A&amp;S: TH BU: ETH FA: SSP

**L84 Lw St 235F. Introduction to Environmental Ethics**

Same as Phil 235F

Credit 3 units. A&amp;S: TH BU: ETH FA: SSP

**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., eight to 10 hours a week for 13 or 14 weeks to receive 3 units of credit; 1 or 2 credits for fewer hours. Students may not receive credit for work done for pay but are encouraged to obtain written evaluations about such work for the student's academic adviser and career placement file. Credit variable, maximum 3 units. FA: SSP

**L84 Lw St 3061. Between Submission and Power: Women and the Family in Islam**

Same as WGSS 306

Credit 3 units. A&amp;S: SS, CD BU: ETH FA: SSP

**L84 Lw St 3070. Politics and Policy Making in the American States**

Same as Pol Sci 3070

Credit 3 units. A&amp;S: SS BU: BA

**L84 Lw St 307C. English and Colonial Foundations of American Law to 1776**

Same as History 307C

Credit 3 units. A&amp;S: TH BU: HUM FA: SSP

**L84 Lw St 312. Argumentation**

Same as E Comp 312

Credit 3 units. A&amp;S: LA, WI

**L84 Lw St 314. Islamic History: 1200-1800**

Same as History 314C

Credit 3 units. A&amp;S: TH BU: IS FA: SSP

**L84 Lw St 315. Introduction to Social Psychology**

Same as Psych 315

Credit 3 units. A&amp;S: SS BU: BA FA: SSP

**L84 Lw St 320. Poverty and Social Problems**

Credit 3 units.

**L84 Lw St 3255. The Development of the American Constitution**

Same as Pol Sci 3255

Credit 3 units. A&S: SS BU: BA

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**L84 Lw St 326. American Economic History**

Same as Econ 326

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L84 Lw St 3280. Political Intolerance in World Politics**

Same as Pol Sci 3280

Credit 3 units. A&S: SS BU: IS

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**L84 Lw St 331. Theories of Justice**

Same as Pol Sci 331

Credit 3 units. A&S: SS BU: HUM FA: SSP

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**L84 Lw St 3310. Gender and American Politics**

Same as Pol Sci 331B

Credit 3 units. A&S: SS, SD BU: BA, ETH FA: SSP

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**L84 Lw St 3311. Environmental and Energy Issues**

Credit 3 units.

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**L84 Lw St 331F. Classical Ethical Theories**

Same as Phil 331F

Credit 3 units. A&S: TH BU: ETH FA: SSP

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**L84 Lw St 3321. Constitutionalism and Democracy**

Same as Pol Sci 3321

Credit 3 units. A&S: SS BU: BA

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**L84 Lw St 3325. Constitutional Politics**

Same as Pol Sci 3325

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L84 Lw St 332B. Environmental and Energy Issues**

Same as Pol Sci 332B

Credit 3 units. A&S: SS BU: ETH FA: SSP

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**L84 Lw St 3350. Money and Banking**

Same as Econ 335

Credit 3 units. A&S: SS FA: SSP

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**L84 Lw St 3360. Topics in Politics: American Elections and Voting Behavior**

Same as Pol Sci 336

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L84 Lw St 3381. National Security, Civil Liberties and the Law**

Same as Pol Sci 3381

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L84 Lw St 3400. Topics in Political Thought: Ethics and Politics**

Same as Pol Sci 3401

Credit 3 units. A&S: SS BU: ETH FA: SSP

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**L84 Lw St 3401. Money and Morals in the Age of Merchant Capital**

Same as History 3402

Credit 3 units. A&S: TH BU: IS FA: SSP

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**L84 Lw St 340F. Social and Political Philosophy**

Same as Phil 340F

Credit 3 units. A&S: TH BU: ETH, HUM FA: SSP

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**L84 Lw St 341F. Social and Political Philosophy**

Credit 3 units. A&S: TH BU: ETH FA: SSP

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**L84 Lw St 344. Courts and Civil Liberties**

Same as Pol Sci 344

Credit 3 units. A&S: SS BU: BA, ETH, HUM FA: SSP

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**L84 Lw St 3441. Defendant's Rights**

Same as Pol Sci 3441

Credit 3 units. A&S: SS BU: BA, ETH FA: SSP

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**L84 Lw St 345. Issues in Applied Ethics**

Same as Phil 345F

Credit 3 units. A&S: TH BU: ETH FA: SSP

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**L84 Lw St 346. Philosophy of Law**

Same as Phil 346

Credit 3 units. A&S: TH BU: ETH FA: SSP

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**L84 Lw St 354. Abnormal Psychology**

Same as Psych 354

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L84 Lw St 3561. Women and the Law**

Same as WGSS 3561

Credit 3 units. A&S: SS, SD BU: BA

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**L84 Lw St 358. Law, Politics and Society**

Same as Pol Sci 358

Credit 3 units. A&S: SS BU: BA, HUM FA: SSP

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**L84 Lw St 3610. Legislative Politics**

Same as Pol Sci 3610

Credit 3 units. A&S: SS BU: BA

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**L84 Lw St 365. The New Republic: The United States, 1776-1850**

Same as History 365

Credit 3 units. A&S: TH BU: HUM, IS FA: SSP

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**L84 Lw St 367. Modern America, 1877-1929**

Same as History 367

Credit 3 units. A&S: TH BU: BA, HUM FA: SSP

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**L84 Lw St 3691. Kill Assessment: An Investigation into Death, Genocide, and Other Forms of Violence**

Same as Anthro 3691

Credit 3 units. A&S: SS BU: BA

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**L84 Lw St 372C. Law in American Life: 1776 to the Present**

Same as History 372C

Credit 3 units. A&S: TH, SD BU: ETH, IS FA: SSP

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**L84 Lw St 373. History of U.S. Foreign Relations to 1914**

Same as History 373

Credit 3 units. A&S: TH BU: HUM, IS FA: SSP

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**L84 Lw St 3741. History of U.S. Foreign Relations Since 1950**

Same as History 3741

Credit 3 units. A&S: TH BU: HUM, IS FA: SSP

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**L84 Lw St 3789. Building St. Louis Oral History, 1945-Present**

Same as History 3789

Credit 4 units. A&S: TH

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**L84 Lw St 3802. The Supreme Court in American Life, 1789-2006**

Same as History 3802

Credit 3 units. A&S: TH

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**L84 Lw St 387C. Black America to the Civil War**

Same as History 387C

Credit 3 units. A&S: TH, SD BU: HUM FA: SSP

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**L84 Lw St 389. Power, Justice and the City**

Same as Pol Sci 389

Credit 3 units. A&S: SS, SD, WI BU: BA

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**L84 Lw St 390. Violence Against Women: Current Issues and Responses**

Same as WGSS 393

Credit 3 units. A&S: SS, SD BU: BA FA: SSP

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**L84 Lw St 391. History of Political Thought I: Justice, Virtue and the Soul**

Same as Pol Sci 391

Credit 3 units. A&S: SS BU: BA

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**L84 Lw St 3912. Social Construction of Female Sexuality**

Same as WGSS 391

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L84 Lw St 393. History of Political Thought III: Liberty, Democracy and Revolution**

Same as Pol Sci 393

Credit 3 units. A&S: SS BU: BA

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**L84 Lw St 3ABR. Legal Studies Coursework Completed Abroad**

Credit variable, maximum 12 units.

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**L84 Lw St 4002. Directed Fieldwork in Legal Research**

A fieldwork project in empirical and/or archival legal research under the direction of a member of the Washington University faculty. The fieldwork may be planned and undertaken individually or as part of a formal project. Permission of supervising faculty member and director of the program is required.

Credit variable, maximum 6 units. A&S: TH

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**L84 Lw St 4010. Pluralism, Liberalism, and Education**

Same as Pol Sci 4010

Credit 3 units. A&S: SS

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**L84 Lw St 4013. Negotiating Major Legislation in Congress**

Same as Pol Sci 4013

Credit 3 units. A&S: SS, WI

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**L84 Lw St 4020. The Legal Landscape in a Changing American Society**

Same as Pol Sci 4020

Credit 3 units. A&S: SS

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**L84 Lw St 4021. Topics in Political Thought**

Same as Pol Sci 402

Credit 3 units. A&S: SS

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**L84 Lw St 4022. The Meaning of National Security in the 21st Century**

Same as IAS 402

Credit 3 units. A&S: SS

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**L84 Lw St 403. Economics of Law**

Same as Econ 403

Credit 3 units. A&S: SS

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**L84 Lw St 4050. Political Representation**

Same as Pol Sci 4050

Credit 3 units. A&S: SS BU: ETH

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**L84 Lw St 418. Law and Individual Liberties**

See department.

Credit 3 units. A&S: SS FA: SSP

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**L84 Lw St 4229. Slavery and the American Imagination**

Same as E Lit 4232

Credit 3 units. A&S: TH FA: Lit

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**L84 Lw St 4232. Slavery and the American Imagination**

Credit 3 units.

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**L84 Lw St 425. Poverty in America**

Credit 3 units. A&S: SS

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**L84 Lw St 430. The Age of Integration: African American Life and Culture, 1950-1954**

See department.

Credit 3 units. A&S: TH FA: SSP

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**L84 Lw St 433. Topics in Comparative Politics: Equality and Public Policy**

See department.

Credit 3 units. A&S: SS FA: SSP

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**L84 Lw St 434. Law and Individual Liberties**

See department.

Credit 3 units. A&S: SS FA: SSP

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**L84 Lw St 4363. Sex, Gender, and Power**

Same as Anthro 4363

Credit 3 units. A&S: SS

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**L84 Lw St 4400. Advanced Social and Political Philosophy**

Same as Phil 4400

Credit 3 units. A&S: TH FA: SSP

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**L84 Lw St 4401. Drugs and Behavior**

See department.

Credit 3 units. A&S: SS FA: SSP

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**L84 Lw St 442. European Intellectual History, 1789-1890**

Same as History 442

Credit variable, maximum 4 units. A&S: TH BU: IS FA: SSP

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**L84 Lw St 4431. Egalitarianism and Political Institutions**

See department.

Credit 3 units. A&S: SS FA: SSP

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**L84 Lw St 4461. The Rule of Law**

Same as Phil 4461

Credit 3 units. A&S: TH

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**L84 Lw St 448. Law and Individual Liberties**

See department.

Credit 3 units. A&S: SS FA: SSP

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**L84 Lw St 4481. Race Politics in 19th- and 20th-Century America**

Same as AFAS 448

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L84 Lw St 4511. Topics in American Politics: The Supreme Court**

Same as Pol Sci 451

Credit 3 units. A&S: SS FA: SSP

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**L84 Lw St 4513. Topics in Legal Studies: Criminal Law and Criminal Justice-Homicide**

Same as Pol Sci 4513

Credit 3 units. A&S: SS, WI BU: BA FA: SSP

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**L84 Lw St 458. The Theory of Property Rights**

Same as Econ 458

Credit 3 units. A&S: SS FA: SSP

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**L84 Lw St 467. Game Theory**

Same as Econ 467

Credit 3 units. A&S: SS FA: SSP

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**L84 Lw St 4689. American Intellectual History to 1865**

Same as History 4689

Credit 3 units. A&S: TH

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**L84 Lw St 472. Social Theory and Anthropology**

Same as Anthro 472

Credit 3 units. A&S: SS FA: SSP

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**L84 Lw St 4840. Anti-Slavery in the Courtroom: Using Historical Info Technology to Understand Slavery & Its Enemies**

Same as AMCS 484

Credit 4 units. A&S: TH

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**L84 Lw St 4907. Advanced Seminar: Women and Social Movements in the United States**

Same as History 4907

Credit 4 units. A&S: TH, SD FA: SSP

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**L84 Lw St 4946. The Federalist Papers: Politics and Philosophy in the Creation of the American Republic**

Same as History 4946

Credit 4 units. A&S: TH FA: SSP

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**L84 Lw St 4974. Advanced Seminar in History: Gender, Work and Property Law**

Same as History 4974

Credit 4 units. A&S: TH FA: SSP

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**L84 Lw St 4981. Advanced Seminar: Historical Perspectives on Human Rights and Globalization**

Same as History 4981

Credit 4 units. A&S: TH

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**L84 Lw St 4984. Advanced Seminar: The Problem of New World Freedom: The Age of Democratic Revolution in the U.S.**

Same as History 4984

Credit 4 units. A&S: TH, SD

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**L84 Lw St 49SA. Advanced Seminar: Slavery in America: The Politics of Knowledge Production**

Same as History 49SA

Credit 4 units. A&S: TH, SD

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**Contact Person:** David T. Konig

**Phone:** 314/935-5459

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**Departmental website:** <http://artsci.wustl.edu/~lglstds/>

## Arts & Sciences: Linguistics

At Washington University, Linguistics is a special interdepartmental program that offers an undergraduate major and minor.

The core of the Linguistics program is a study of the form language takes. We examine how words are built from sounds, how sentences are built from words, and how all this structure manages to communicate meaning. With a good understanding of these formal properties, we 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.

### Director

#### David A. Balota

Professor  
Ph.D., University of South Carolina  
(Psychology)

### Assistant Professors

#### Brett D. Hyde

Ph.D., Rutgers University  
(Philosophy, PNP, Linguistics)

#### Brett Kessler

Ph.D., Stanford University  
(Philosophy, PNP, Linguistics)

### Participating Faculty

#### Joe Barcroft

Associate Professor  
Ph.D., University of Illinois at Urbana–Champaign  
(Romance Languages and Literatures)

#### John Baugh

Margaret Bush Wilson Professor in Arts & Sciences  
Ph.D., University of Pennsylvania  
(Anthropology, English, Psychology)

#### Cindy Brantmeier

Associate Professor  
Ph.D., Indiana University  
(Romance Languages and Literatures)

#### Garrett Albert Duncan

Associate Professor  
Ph.D., The Claremont Graduate School  
(Education)

#### Johanna G. Nicholas

Associate Professor  
Ph.D., Washington University  
(Otolaryngology)

#### Steven E. Petersen

James S. McDonnell Professor of Cognitive Neuroscience  
Ph.D., California Institute of Technology  
(Neurology)

#### Mitchell S. Sommers

Professor  
Ph.D., University of Michigan  
(Psychology)

#### Rebecca Treiman

Burke and Elizabeth High Baker Professor of Child Developmental Psychology  
Ph.D., University of Pennsylvania  
(Psychology)

## The Major in Linguistics

**Total units required:** 30

### Required courses:

Ling 170D. Introduction to Linguistics  
Ling 309. Syntactic Analysis  
Ling 313. Phonological Analysis  
Ling 317. Introduction to Computational Linguistics

### Elective courses:

- At least 6 units from Group B.
- Inclusive of the above requirements, at least 30 units from Groups A through C, of which at least 18 units must be in upper-level courses (those numbered 300 or higher).
- At least two classes in a language or languages other than English, or demonstrated competency equivalent to the successful completion of one year of study at the college level. Exceptions can be made for students desiring to pursue more extensive course work needed for cross-disciplinary fields such as psycholinguistics or computational linguistics.

- All classes applied to Group A–C requirements must be taken for a letter grade, with a C– or better. Primary majors must complete a capstone project. This normally will be done while taking Ling 495, 499, or 500.

**Group A (required courses):**

Ling 170D. Introduction to Linguistics  
Ling 309 Syntactic Analysis  
Ling 313. Phonological Analysis  
Ling 317. Introduction to Computational Linguistics

**Group B (other core courses):**

Ling 311. Introduction to Semantics  
Ling 312. Phonetics  
Ling 320. Historical Linguistics  
Psych 358. Language Acquisition  
Psych 433. Psychology of Language  
Phil 306G. Philosophy of Language

**Group C (other Linguistics):**

Ling 396. Special Topics in Linguistics  
Ling 466. Second Language Acquisition  
Ling 495. Senior Seminar in Linguistics  
Ling 499. Study for Honors  
Ling 500. Independent Work in Linguistics  
AFAS 210. The Linguistic Legacy of the African Slave Trade in Interdisciplinary Perspective  
AFAS 368. Language and Society in Africa  
Anthro 2151. Language, Culture, and Society  
Classics 225D. Latin and Greek in Current English  
Educ 4315. Culture, Language, and the Education of Black Students  
Phil 301G. Symbolic Logic  
Phil 4061. Topics in the Philosophy of Language  
Psych 4081. Topics in Psycholinguistics  
Psych 4351. Reading and Reading Development  
Span 370. Introduction to Hispanic Linguistics  
Span 417. Spanish Phonetics, Phonology, and Dialectology  
PACS 234. Introduction to Speech and Hearing Sciences and Disorders  
PACS 401. Anatomical and Physiological Bases of Speech and Hearing  
PACS 433. Acoustical Phonetics and Speech Perception  
PACS 434. Normal Language Development  
PACS 436. Introduction to Manual Communication

## Additional Information

**Study outside of Arts & Sciences:** Students in Arts & Sciences are cautioned that limits on the number of classes taken outside of the College apply even for classes listed as counting toward Linguistics (e.g. PACS courses). For classes at other universities, including transfer classes, summer courses, and study abroad:

- You must get prior permission from the Linguistics Program to apply any class toward any Linguistics requirement.
- You must take the class for a letter grade and demonstrate you got a C– or better.

**Major-specific restrictions:**

- Normally you may apply no more than 12 units toward your Linguistics major.
- No more than 9 units may be applied toward the 18 required upper-level units.
- No more than 6 units may be applied toward Group A and B requirements together.
- No more than one class may be applied toward Group A requirements for required upper-level classes.
- Courses taken for the foreign language requirement stand outside these restrictions and may be freely taken at other institutions.

**Interaction with Minors and other Majors:** Linguistics permits double-counting of courses with other majors and minors to the extent permitted by College regulations. Linguistics majors must have 18 units from Groups A–C that are not counted for any other major or minor; normally all other classes are allowed to double count. Minors must have 12 units from Groups A–C that are not counted for any other major or minor, so at most one course may double count.

**Senior Honors:** Students with a university GPA of 3.5 and a Linguistics GPA of 3.5 at the end of their junior year may apply to enter the departmental honors program by submitting a proposal for a senior thesis. The proposal must have been approved by a core Linguistics faculty member who has agreed to serve as the student's primary thesis adviser. If admitted into the program, the student registers for 3 units of Ling 499 in the fall of the senior year. If the primary adviser assigns a grade of B– or higher in Ling 499, the student may register again for 3 units of Ling 499 in the spring. The student must complete the thesis and pass an oral defense by the middle of March. By the end of finals week, the student should turn in the thesis in the format specified in the guidelines posted on the Linguistics website.

## The Minor in Linguistics

**Units required :** 15

**Required courses :**

Ling 170D. Introduction to Linguistics

Two of the following:

Ling 309. Syntactic Analysis

Ling 311. Introduction to Semantics

Ling 312. Phonetics

Ling 313. Phonological Analysis

Ling 317. Introduction to Computational Linguistics

Ling 320. Historical Linguistics

**Elective courses:** 6 additional units selected from the core and elective courses listed under Linguistics in this *Bulletin*.

### Additional Information

At least 9 units counted toward the minor must be numbered at the 300 level or above. To make an appointment with a linguistics adviser, email Dr. Brett Kessler (bkessler@wustl.edu). Additional information also can be found at [artsci.wustl.edu/~ling](http://artsci.wustl.edu/~ling).

## The Minor in Applied Linguistics

**Units required: 18**

**Required courses:**

Ling 170D. Introduction to Linguistics

Ling 466. Second Language Acquisition

Span 469. Reading and Writing in a Second Language

**Elective courses:**

At least two of the following:

Span 413. Curriculum and Instruction in Modern Foreign Languages: Linguistics and Language Learning

Span 467. Grammar and Vocabulary Acquisition

Ling 312. Phonetics

Psych 433. Psychology of Language

At least one of the following:

AFAS 210. The Linguistic Legacy of the African Slave Trade

Anthro 4122. Language and Gender

Anthro 215B. Language, Culture, and Society

Educ 4315. Culture, Language, and the Education of Black Students

Topics courses may be substituted for electives with approval.

### Additional Information

This minor is composed of 18 credits that focus on the theoretical, empirical, and practical foundations of teaching and learning second or foreign languages. All participating students must have a declared primary major.

**Minor-specific restrictions:**

- Normally you may apply no more than 6 units toward your Linguistics minor.
- Of those, no more than 3 units may be applied toward the 15 required upper-level units.

#### L44 Ling 170D. Introduction to Linguistics

Language is one of the fundamental capacities of the human species, and there are many interesting and meaningful ways in which it can be studied. This course explores the core components of linguistic theory: speech sounds (phonetics and phonology), word formation (morphology), sentence structure (syntax), and meaning (semantics). It also provides an overview of interdisciplinary ideas and research on how language is acquired and processed, its relation to the mind-brain and to society, and the question of whether the essential properties of language can be replicated outside the human mind (specifically, in chimpanzees or computer programs).

Credit 3 units. A&S: LA BU: BA, HUM

#### L44 Ling 225D. Latin and Greek in Current English

Same as Classics 225D

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

#### L44 Ling 234. Introduction to Speech and Hearing Sciences and Disorders

Same as Educ 234

Credit 3 units.

#### L44 Ling 301G. Symbolic Logic

Same as Phil 301G

Credit 3 units. A&S: LA BU: HUM FA: SSP

#### L44 Ling 306I. Literacy Education in the Context of Human Rights and Global Justice

Same as Educ 306

Credit 3 units. A&S: SS BU: BA

#### L44 Ling 306G. Philosophy of Language

Same as Phil 306G

Credit 3 units. A&S: LA BU: HUM FA: SSP

#### 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 to be discussed include phrase struc-

ture, transformations, case theory, thematic roles, and anaphora. Assignments help students learn to construct and compare analyses of syntactic problems in English and other languages. Prerequisite: Ling 170D or 440, or permission of instructor.

Credit 3 units. A&S: LA

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#### **L44 Ling 311. INTRODUCTION TO SEMANTICS**

Examination of various approaches to semantics; the field's relationship to theories of grammar, transformational and other. Prerequisite: Ling 170D or permission of instructor.

Credit 3 units. A&S: LA

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#### **L44 Ling 312. PHONETICS**

Phonetics is the study of the sounds of the languages of the world. The primary goal of the course is to learn how speech sounds are produced, so that the student can describe them in articulatory terms, write them out in a standard notational system, and produce them accurately. Other topics include a basic introduction to the acoustics of speech and the use of personal computers to display, analyze, and synthesize human speech. The course should prove useful to students desiring a deeper understanding of one of the fundamental underpinnings of linguistics, but also has practical applications in such fields as foreign language learning and the appreciation and acquisition of new dialects and accents. Prerequisite: Ling 170D or permission of instructor.

Credit 3 units. A&S: LA

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#### **L44 Ling 313. Phonological Analysis**

There are several important abilities involved in the use of human language, one of these being the ability to organize speech sounds. The system that the brain uses to accomplish this task is the subject matter of phonology. This course explores phonology from several perspectives within generative linguistics, including both traditional rule-based and current Optimality Theoretic approaches. Topics to be discussed include phonological features, lexical phonology, prosodic morphology, tone, and metrical stress. Assignments help students learn to analyze phonological problems in a variety of languages and to evaluate the consequences of using different analytic approaches. Prerequisite: Ling 170D or 440 or permission of instructor.

Credit 3 units. A&S: LA BU: BA

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#### **L44 Ling 314. Sociolinguistics, Literacies, and Communities**

Same as Educ 314

Credit 3 units. A&S: LA BU: BA

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#### **L44 Ling 317. Introduction to Computational Linguistics**

Use of computers to analyze, understand, and generate human language. Emphasis on appreciating practical applications such as text analysis; search and creation of dictionaries and corpora; information retrieval; machine translation; and speech interfaces. Survey of rule-based and statistical techniques. Students acquire

programming skills appropriate for solving small- to medium-scale problems in linguistics and text processing, using a language such as Perl. Students have regular programming assignments and complete a semester project. No previous knowledge of programming required. Prerequisites: Ling 170D or permission of instructor.

Credit 3 units. A&S: LA

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#### **L44 Ling 320. Historical and Comparative Linguistics**

Historical linguistics focuses on how languages change over time. Comparative linguistics focuses on their similarities and differences. In this course we trace some of the differences and changes in sound (phonetics and phonology), word formation (morphology), sentence structure (syntax), and meaning (semantics). Topics include linguistic universals; the structural and genetic classification of languages; the techniques of reconstructing proto-languages; and the causes of language change. Examples from Indo-European languages (for example, Greek, English, and Spanish) and from Native American languages (for example, Navaho, Choctaw, and Lakhota) are emphasized. Prerequisite: Ling 170D or 440, or permission of instructor.

Credit 3 units. A&S: LA FA: Lit

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#### **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 question: what do people do with language and 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 topics we explore are: What distinguishes discourse analysis and pragmatics from each other? What is their relation 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: LA

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#### **L44 Ling 358. Language Acquisition**

Same as Psych 358

Credit 3 units. A&S: SS BU: BA FA: SSP

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#### **L44 Ling 3701. Introduction to Hispanic Linguistics**

Same as Span 370

Credit 3 units. A&S: LA

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#### **L44 Ling 396. Linguistics Seminar:**

Readings on a selected topic in theoretical linguistics with an emphasis on discussion, presentation, and writing. Prerequisite: varies with topic.

Credit 3 units. A&S: TH

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**L44 Ling 396W. Linguistics Seminar: Writing Intensive**

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: SS, WI

**L44 Ling 401. SET THEORY**

Same as Phil 401

Credit 3 units. A&S: TH FA: SSP

**L44 Ling 4065. Advanced Philosophy of Language**

Same as Phil 4065

Credit 3 units. A&S: LA FA: SSP

**L44 Ling 407. Old English**

Same as E Lit 407

Credit 3 units. A&S: LA FA: Lit

**L44 Ling 408. Psychology of Language**

Same as Psych 433

Credit 3 units. A&S: SS FA: SSP

**L44 Ling 412. Sociolinguistics: Ethnography of Communications**

Same as Anthro 412

Credit 3 units. A&S: SS FA: SSP

**L44 Ling 4130. Linguistics and Language Learning**

Same as Span 413

Credit 3 units. A&S: LA FA: SSP

**L44 Ling 4171. Phonology and Second Language Acquisition**

Same as Span 417

Credit 3 units. A&S: LA BU: IS

**L44 Ling 4315. Culture, Language, and the Education of Black Students**

Same as Educ 4315

Credit 3 units. A&S: SS, CD FA: SSP

**L44 Ling 453. History of the French Language**

Credit 3 units. A&S: LA

**L44 Ling 455. Romance Philology**

Same as French 456

Credit 3 units. A&S: LA

**L44 Ling 466. Second Language Acquisition**

There are many ways in which a second language can be learned: from infancy as the child of bilingual parents, or later through formal instruction, immersion in a new culture, or in

a particular work or social situation. This class is an inquiry into the processes by which acquisition occurs. Topics include the nature of language learning within the scope of other types of human learning; the relationship between first- and second-language acquisition; the role of linguistic, cognitive, and sociocultural factors; insights gained from analyzing learners' errors; key concepts such as interlanguage and communicative competence; bilingualism; the optimal age for second-language acquisition; and a critical appraisal of different theories of second-language acquisition. Both theoretical and instructional implications of second-language acquisition research are considered. This course can be used toward certification in TESOL, and is a required course for the Graduate Certificate in Language Instruction. Prerequisite: Ling 170D or equivalent is recommended, especially for undergraduates, but is not required.

Credit 3 units. A&S: LA

**L44 Ling 467. Grammar and Vocabulary Acquisition**

Same as Span 467

Credit 3 units. A&S: LA BU: BA

**L44 Ling 469. Reading and Writing in a Second Language**

Same as Span 469

Credit 3 units. A&S: TH

**L44 Ling 478. Topics in Linguistics**

Meets with Ling 170D or other designated linguistic courses, but with additional writing and research required for graduate credit and certification.

Credit 3 units. A&S: LA

**Contact Person:**

Brett Kessler

**Phone:**

314/935-8839

**Email:**

bkessler@wustl.edu

**Departmental website:**

<http://artsci.wustl.edu/~ling>



## Arts & Sciences: Literature and History

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Literature and History offers the opportunity to explore an integrated program of literary, political, and historical studies under the auspices of the Interdisciplinary Project in the Humanities (IPH). Students interested in Literature and History can pursue it as a fully developed track within the IPH. (A full description of the requirements for completing the Literature and History program may be found in the general listing for the IPH.) This rigorous major emphasizes the interconnectedness of these disciplines and draws on the disciplinary methods of literary analysis and historical investigation.

Studying literature and history can bring a greater coherence, substantively and methodologically, to work in the humanities and social sciences. Because the program is small, it affords the opportunity to work closely with the faculty adviser. You also can take advantage of courses from other interdisciplinary programs, such as American Culture Studies and European Studies.

### Steering Committee

**Gerald N. Izenberg**

Professor Emeritus  
Ph.D., Harvard University  
(History)

**Joseph Loewenstein**

Professor  
Ph.D., Yale University  
(English and Interdisciplinary Project in the Humanities)

**Steven Zwicker**

Stanley Elkin Professor in the Humanities  
Ph.D., Brown University  
(English)

Students interested in Literature and History can pursue it as a fully developed track within the Interdisciplinary Project in the Humanities. A full description of the requirements for completing the Literature and History program may be found in the general listing for the Interdisciplinary Project in the Humanities.

There is no minor in this area. Interested students are encouraged to please explore the minor in Text and Tradition offered by the Interdisciplinary Project in the Humanities.

There are no courses associated with this program. See Interdisciplinary Project in the Humanities.

**Contact Person:**

Amy Lehman

**Phone:**

314/935-4200

**Email:**

iph@artsci.wustl.edu

**Departmental website:**<http://iph.wustl.edu>

## Arts & Sciences: Mathematics

The mathematics program gives majors and minors a broad introduction to the subject. It also allows students to add particular emphasis to the major to reflect different educational or professional goals. Majors are encouraged to complete additional work (perhaps even a minor or second major) in other related programs.

For both majors and minors, the following apply in fulfilling course requirements:

1. Required courses must be completed with a letter grade of C– or better.
2. An upper-level mathematics course is one numbered 300 or higher. A course with a lower number does not count toward upper-level mathematics requirements even if it is cross-listed as an upper-level course in another department or program: for example, if Math 2200 were cross-listed by another department as 3xx, then registering for this course would not satisfy an upper-level mathematics requirement.
3. Math 318 and 308 cannot both be used.
4. Courses transferred from other accredited colleges and universities with department approval can be counted.

However,

- courses transferred from a two-year college (such as a community college) cannot be used to satisfy upper-level requirements.
  - at least half the upper-level units required in a major or minor must be earned at Washington University or in a Washington University-approved Overseas Study Program.
5. Courses from University College cannot be used.
  6. At most 3 units for independent study or research work are allowed.
  7. At least 18 of the required upper-level units in a major (6 in the minor) must be satisfied using courses not double-counted toward the requirements of any other major or minor program.
  8. Certain approved substitutions are found in the Mathematics Major/Minor Handbook on the Department's web page. However, in all cases at most one substitution can be approved that involves a course not home-based in the Department of Mathematics.

### Chair and Professor

**David Wright**

Ph.D., Columbia University

### Endowed Professor

**Guido Weiss**

Elinor Anheuser Professor of Mathematics

Ph.D., University of Chicago

### Professors

**Albert Baernstein II**

Ph.D., University of Wisconsin

**Quo-Shin Chi**

Ph.D., Stanford University

**Renato Feres**

Ph.D., California Institute of Technology

**Ronald Freiwald**

Ph.D., University of Rochester

**Steven Krantz**

Ph.D., Princeton University

**John McCarthy**

Ph.D., University of California–Berkeley

**Mohan Kumar Neithalath**

Ph.D., Bombay University

**Rachel Roberts**

Ph.D., Cornell University

**Richard Rochberg**

Ph.D., Harvard University

**Stanley Sawyer**

Ph.D., California Institute of Technology

**John Shreshian**

Ph.D., Rutgers University

**Edward L. Spitznagel**

Ph.D., University of Chicago

**Nik Weaver**

Ph.D., University of California–Berkeley

**Victor Wickerhauser**

Ph.D., Yale University

### Associate Professors

**Brian Blank**

Ph.D., Cornell University

**Jack Shapiro**

Ph.D., City University of New York

## Assistant Professors

### Roya Beheshti

Ph.D., Massachusetts Institute of Technology

### Jimin Ding

Ph.D., University of California–Davis

### Nan Lin

Ph.D., University of Illinois

### Xiang Tang

Ph.D., University of California–Berkeley

## Instructor

### Blake Thornton

Ph.D., University of Utah

## Professors Emeriti

### William M. Boothby

Ph.D., University of Michigan

### Lawrence Conlon

Ph.D., Harvard University

### James A. Jenkins

Ph.D., Harvard University

### Gary R. Jensen

Ph.D., University of California–Berkeley

### Robert H. McDowell

Ph.D., Purdue University

### Edward N. Wilson

Ph.D., Washington University

## Associate Professor Emeritus

### Cleon R. Yohe

Ph.D., University of Chicago

## The Major in Mathematics

**Total units required:** 31–34

### Required courses:

All mathematics majors are required to complete Math 131, 132 and 233 (Calculus I, II, and III: 10 units).

### Elective courses:

In addition, each major is required to complete the courses in one of the following five tracks and to complete a departmental exit interview shortly before graduation.

Traditional	Probability/ Statistics	Applied	Mathematics for Secondary Education (also requires a major in secondary educa- tion)	Mathematics/ Economics Emphasis
Math 3200 or 493	1 Computer Science course (CSE 131 or 200)	2 Physics courses (Physics 117-118 or Physics 197-198)  or  2 computer science courses (CSE 131, 132, 200, or 241)	1 Computer Science course (CSE 131 or 200)	4 Economics courses (Econ 1011-1021, 413, and one of 4011 or 4021)
Math 310	Math 310	Math 310	Math 310	Math 310
	Math 309	Math 309	Math 309	Math 309
Math 4111	Math 318 or 308	Math 318 or 308	Math 318 or 308	
Math 4121	Math 3200	Math 3200 or 493	Math 3200 or 493	Math 3200 or 493
Math 429	Math 493	Math 449	Math 302	Math 4111
Math 430	Math 494	Math 450	Math 331	Math 4121
Two addi- tional upper-level mathe- matics electives	One addi- tional upper-level proba- bility/statis- tics elective	One addi- tional upper-level mathe- matics elective	One addi- tional upper-level mathe- matics elective	Two addi- tional upper-level mathe- matics electives chosen from

among:  
318, 429,  
456, or  
any 400-  
level statis-  
tics course

24\*      21\*      21\*      21\*      21\*

\* TOTAL upper level units of mathematics required

## Additional Information

**Independent Study:** Majors with a project in mind for independent work or research 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 Honors:** Latin Honors are awarded by the student's undergraduate school, not the major department. In Arts & Sciences, the major department makes a recommendation to the College and the College finalizes the decision. In Mathematics, the requirements for such a recommendation are:

1. A sufficiently high overall GPA, as set by the College:
  - 3.50–3.64 cum laude
  - 3.65–3.79 magna cum laude
  - 3.80–4.00 summa cum laude
2. and completion of the following courses, all with a grade of B or better (not B–):
  - one of the sequences 4111-4121, 429-430, 449-450, or 493-494.
  - three additional 400-level mathematics courses (not independent study or research units). These must be courses home-based in the Department of Mathematics. In the case of applied track majors, at least two of these courses must be approved as “applications oriented.” In the case of probability and statistics track majors, at least two of these courses must be in probability or statistics.
3. and successful completion of an honors project in mathematics (additional details are available in the Mathematics Major/Minor Handbook on the Department's web page).

Distinction in Mathematics award: Majors (including those not in Arts & Sciences) who do not want to do an honors project can earn the award “Distinction in Mathematics,” which is entered on the student's permanent record. The requirements are identical to those for Latin Honors except that the requirement for an honors project is replaced by either an additional 400-level mathematics

course with a grade of at least B, or successfully passing Exam P (the first of the actuarial examinations administered by the Society of Actuaries).

**Study Abroad:** Students interested in an intensive semester or year abroad studying mathematics should consider the Budapest Semesters in Mathematics Program.

## The Minor in Mathematics

**Units required:** 25

### Required courses:

CSE 131. Computer Science I or CSE 200. Engineering and Scientific Computing  
Math 131. Calculus I  
Math 132. Calculus II  
Math 233. Calculus III  
Math 309. Matrix Algebra  
Math 318. Calculus of Several Variables or Math 308. Mathematics for the Physical Sciences  
Math 3200. Elementary to Intermediate Statistics and Data Analysis

### Elective courses:

One additional Mathematics course at the 300 level or above is required.

## Additional Information

Courses transferred from a two-year college cannot count as upper-level courses toward the minor. A grade of C– or better is required to count a course toward the minor. At least two upper-level courses must be taken in residence at Washington University. At least three of the four upper-level courses required in the minor must be courses “home-based” in the Math Department; one approved course from another department may be substituted.

### L24 Math 100. Foundations for Calculus

A limited enrollment class for students planning to take calculus but who need additional precalculus preparation. The course aims to build both the technical skills and the conceptual understanding needed to succeed in calculus. Course emphasizes links between the graphical, numeric, and algebraic viewpoints. A variety of approaches are used to present the material. Prerequisites: two years of high school algebra and a course in geometry (or the equivalent).

Credit 3 units.    A&S: NS    FA: NSM

**L24 Math 1011. Introduction to Statistics**

Basic concepts of statistics. Data collection (sampling, designing experiments), data organization (tables, graphs, frequency distributions, numerical summarization of data), statistical inference (elementary probability and hypothesis testing). Prerequisite: two years of high school algebra.

Credit 3 units. A&S: NS, QA FA: NSM

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**L24 Math 109. Mathematics and Music**

An elementary introduction to the connections between mathematics and musical sound. Review of integers, ratios, prime numbers, functions, rationality, exponents, logarithms, trigonometry. Review of scales, clefs, key signatures, intervals, time signatures. Frequency and pitch. The connection between intervals and logarithms. Tuning and temperament, just intonation. Scales and modular arithmetic. The mathematics of harmony; the sound of the low prime numbers and their roles in harmony. Harmonics, partials, and overtones. Numerical integration and basic Fourier analysis. The nature of complex tones. Analysis of instrument sounds. Human vowels and formants. Prerequisites: two years of high school algebra, and trigonometry.

Credit 3 units. A&S: NS, QA FA: NSM

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**L24 Math 127. Calculus I for the Life, Managerial and Social Sciences**

An introduction to calculus of algebraic, logarithmic, and exponential functions. Functions and graphs, the derivative, techniques of differentiation, applications of the derivative to rates of change, max/min problems, and curve sketching. The definite integral, the Fundamental Theorem of Calculus, integration by substitution, applications of the integral. Intended for students in business, economics and the social sciences who want a one- or two-semester introduction to the subject. Students planning to take Math 233 should enroll instead in Math 131, followed by Math 132. Prerequisites: high school algebra and precalculus.

Credit 3 units. A&S: NS, QA

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**L24 Math 128. Calculus II for the Life, Managerial and Social Sciences**

Continuation of Math 127. Additional techniques of integration, introduction to partial derivatives and multiple integrals; topics in differential equations, approximation by polynomials, probability, and calculus of trigonometric functions. Intended for students in business, economics and social sciences who want a 1 or 2 semester introduction to the subject. Students planning to take Math 233 should enroll instead in Math 132. Prerequisite: Math 127 or the equivalent.

Credit 3 units. A&S: NS, QA

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**L24 Math 130S. Calculus I**

Special short summer course for incoming students. Derivatives of algebraic, trigonometric, and transcendental functions, techniques of differentiation and applications of the derivative. The definite integral and Fundamental Theorem of Calculus. Areas. Simpler integration techniques. Prerequisites: high school algebra and precalculus (including trigonometry).

Credit 3 units. A&S: NS, QA

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**L24 Math 131. Calculus I**

Derivatives of algebraic, trigonometric, and transcendental functions, techniques of differentiation and applications of the derivative. The definite integral and Fundamental Theorem of Calculus. Areas. Simpler integration techniques. Prerequisites: high school algebra and precalculus, including trigonometry.

Credit 3 units. A&S: NS, QA FA: NSM

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**L24 Math 132. Calculus II**

Continuation of Math 131. A brief review of the definite integral and Fundamental Theorem of Calculus. Techniques of integration, applications of the integral, sequences, and series, and some material on differential equations. Prerequisite: Math 131 or a B or better in a one-year high school calculus course, or permission of the department.

Credit 3 units. A&S: NS, QA FA: NSM

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**L24 Math 201. Freshman Seminar: How Mathematics Thinks: Multivariable Calculus**

An introduction to multivariable calculus covering most of the material in Math 233 but at a greater level of rigor. For purposes of major requirements, this course can replace Math 233 (Calculus III). Enrollment limited to 15. Open only to freshmen with a score of 5 on the AP Calculus Exam (BC version). However, some students with this score may nevertheless be better served by Math 233. Consultation with the department or instructor recommended before enrolling. Students cannot receive credit for both Math 201 and Math 233.

Credit 4 units. A&S: NS, QA

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**L24 Math 217. Differential Equations**

Introduction to ordinary differential equations: first-order equations, linear equations, systems of equations, series solutions, Fourier series methods, Laplace transform methods, numerical solutions, computer-aided study of differential equations, graphics phase planes. Prerequisite: Math 233 (or Math 233 concurrently).

Credit 4 units. A&S: NS, QA FA: NSM

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**L24 Math 220. Finite Mathematics**

Topics selected from number theory, combinatorics, and graph theory. Methods of proof and practical applications: for example, calendars, scheduling, communications, encryption. Prerequisite: high school algebra.

Credit 3 units. A&S: NS, QA FA: NSM

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**L24 Math 2200. Elementary Probability and Statistics**

An introduction to probability and statistics. Discrete and continuous random variables, mean and variance, hypothesis testing and confidence limits, nonparametric methods, Student's *t*, analysis of variance, regression and contingency tables. Graphing calculator with statistical distribution functions (such as the TI-83) may be required. Prerequisite: Math 131.

Credit 3 units. A&S: NS, QA

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**L24 Math 233. Calculus III**

Differential and integral calculus for functions of two and three variables. Vectors, curves, and surfaces in space, partial derivatives, multiple integrals, line integrals, vector calculus through Green's Theorem. Prerequisite: Math 132 or score of 5 on Advanced Placement BC Calculus exam, or permission of the department.

Credit 4 units. A&S: NS, QA FA: NSM

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**L24 Math 266. Math for Elementary School Teachers**

A review of the elementary school mathematics at a level beyond its usual presentation in the schools. Applications of all concepts are given in abundance. Designed for future elementary school teachers. Prerequisite: two years of high school mathematics.

Credit 3 units. A&S: NS, QA FA: NSM

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**L24 Math 302. Elementary Geometry From An Advanced Point of View**

A rigorous modern treatment of Euclidean geometry, and an introduction to non-Euclidean geometry. Prerequisite: Math 310 or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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**L24 Math 308. Mathematics for the Physical Sciences**

Continuation of Math 233 emphasizing topics of interest in the physical sciences. Topics in multivariable and vector calculus (div, grad, curl); line, surface integrals and connections to electromagnetism; Fourier series and integrals; boundary value problems (diffusion and wave equations); additional topics if time permits. Students may not receive credit toward a math major or minor for both Math 308 and Math 318. Prerequisite: Math 233 or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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**L24 Math 309. Matrix Algebra**

An introductory course in linear algebra that focuses on Euclidean *n*-space, matrices and related computations. Topics include: systems of linear equations, row reduction, matrix operations, determinants, linear independence, dimension, rank, change of basis, diagonalization, eigenvalues, eigenvectors, orthogonality, symmetric matrices, least square approximation, quadratic forms. Introduction to abstract vector spaces. Prerequisite: Math 132.

Credit 3 units. A&S: NS, QA FA: NSM

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**L24 Math 310. Foundations for Higher Mathematics**

Introduction to the rigorous techniques used in more advanced mathematics. Topics include postpositional logic, use of quantifiers, set theory, methods of proof and disproof (counterexamples), foundations of mathematics. Use of these tools in the construction of number systems, and in other areas such as elementary number theory, combinatorial arguments, and elementary proofs in analysis. Prerequisite: Math 233.

Credit 3 units. A&S: NS FA: NSM

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**L24 Math 310W. Foundations For Higher Mathematics With Writing**

See the description for Math 310. Math 310W is a writing-intensive version of Math 310. Students participate in the regular Math 310 lectures and are responsible for all the exams and assignments associated with Math 310. Students in Math 310W have one additional meeting each week to deal with writing issues. At least three papers (four to five pages in length) are required, each with at least one revision. Prerequisite: Math 233 or permission of instructor.

Credit 4 units. A&S: NS, WI

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**L24 Math 312. Differential Equations and Dynamical Systems**

Qualitative theory of ordinary differential equations. Picard's existence and uniqueness theorem, the phase plane, Poincare-Bendixon theory, stationary points, attractors and repellers, graphical methods. Physical applications, including chaos, are indicated. Prerequisite: Math 217.

Credit 3 units. A&S: NS FA: NSM

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**L24 Math 318. Introduction to Calculus of Several Variables**

Selected topics for functions of several variables involving some matrix algebra and presented at a level of rigor intermediate between that of Calculus III and higher-level analysis courses. Students may not receive credit toward a mathematics major or minor for both Math 308 and 318. Prerequisites: Math 233 and Math 309.

Credit 3 units. A&S: NS FA: NSM

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**L24 Math 3200. Elementary to Intermediate Statistics and Data Analysis**

An introduction to probability and statistics. Discrete and continuous random variables, mean and variance, hypothesis testing and confidence limits, Bayesian inference, nonparametric methods, Student's *t*, contingency tables, multifactor analysis of variance, fixed effects, random effects, mixed models, multiple regression, maximum likelihood, and logistic regression. Graphing calculator with *Z*, *t*, chi-square and *F* distribution functions (such as the TI-83 series) required. Calculus and the SAS software package are both used in an essential way. Prerequisite: Math 233 or permission of the instructor.

Credit 3 units. A&S: NS, QA

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**L24 Math 322. Biostatistics**

A second course in elementary statistics with applications to life sciences and medicine. Review of basic statistics using biological and medical examples. New topics include incidence and prevalence, medical diagnosis, sensitivity and specificity, Bayes' rule, decision making, maximum likelihood, logistic regression, ROC curves and survival analysis. Prerequisites: Math 3200, or a strong performance in Math 2200 and permission of the instructor.

Credit 3 units. A&S: NS FA: NSM

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**L24 Math 331. Algebraic Systems**

Polynomials, binomial expansions, factoring, rings (integers and polynomials), unique factorization, and other topics relevant to the high school curriculum. Designed for future secondary school teachers and other students looking for a course in algebra at a less abstract level than Math 430. Prerequisite: Math 310 or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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**L24 Math 3351. Elementary Theory of Numbers**

Divisibility properties of integers, congruences, quadratic reciprocity, Diophantine equations. Introduction to continued fractions and a brief discussion of public key cryptography. Prerequisite: Math 310 or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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**L24 Math 350. Topics in Applied Mathematics**

Topics change with each offering of the course. Past topics have included Mathematics and Multimedia, Mathematics and Chemistry of Reaction-Diffusion Systems, Mathematical Biology, and Simulation Analysis of Random Processes. Prerequisites vary, but always include at least Math 233 and usually Math 309.

Credit 3 units. A&S: NS FA: NSM

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**L24 Math 370. Introduction to Combinatorics**

Basics of enumeration (combinations, permutations, and enumeration of functions between finite sets), generating functions; the inclusion-exclusion principle, partition theory, and introductory graph theory. As time permits, additional topics may include Ramsey's Theorem, probabilistic methods in combinatorics and algebraic methods in combinatorics. Prerequisites: Math 132, 309, and 310, or permission of the instructor.

Credit 3 units. A&S: NS, QA

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**L24 Math 371. Graph Theory**

Introduction to graph theory including the basic definitions and theorems and some more advanced topics that drive much current research in graph theory: Ramsey's Theorem, random graph theory and, if time permits, Szemerédi's regularity lemma. Graphs are studied as abstract objects; however, graph theory is also of interest to applied mathematicians because graphs are natural models for networks (social, electric, .). Prerequisite: Math 310 or a roughly equivalent course, or permission of instructor. Students should know what a proof is and how to produce one. Some informal understanding of probability is helpful, but students need not have taken a probability course.

Credit 3 units. A&S: NS

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**L24 Math 400. Undergraduate Independent Study**

Approval of instructor required.

Credit variable, maximum 3 units.

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**L24 Math 403C. Mathematical Logic I**

Same as Phil 403

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L24 Math 404C. Mathematical Logic II**

Same as Phil 404

Credit 3 units. A&S: TH FA: SSP

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**L24 Math 407. An Introduction to Differential Geometry**

A study of properties of curves and surfaces in 3-dimensional Euclidean space. The course is essentially a modern recounting of a seminal paper of Gauss. Prerequisites: Math 233 and Math 309.

Credit 3 units. A&S: NS

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**L24 Math 408. Nonparametric Statistics**

Statistical methods that make few or no assumptions about the data distribution. Permutation tests of different types; nonparametric confidence intervals and correlation coefficients; jackknife and bootstrap resampling; nonparametric regressions. If there is time, topics chosen from density estimation and kernel regression. Short computer programs are written in a language such as R or C. Prerequisites: Math 3200 and Math 493, or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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#### **L24 Math 410. Introduction to Fourier Series and Integrals**

The basic theory of Fourier series and Fourier integrals including different types of convergence. Applications to certain differential equations. Prerequisites: Math 233 and 309.

Credit 3 units. A&S: NS

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#### **L24 Math 4111. Introduction to Analysis**

The real number system and the least upper-bound property; metric spaces (completeness, compactness, and connectedness); continuous functions (in  $\mathbb{R}^n$ ; on compact spaces; on connected spaces);  $C(X)$  (pointwise and uniform convergence; Weierstrass approximation theorem); differentiation (mean value theorem; Taylor's theorem); the contraction mapping theorem; the inverse and implicit function theorems. Prerequisite: Math 310 or permission of instructor.

Credit 3 units. A&S: NS, QA

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#### **L24 Math 4121. Introduction to Lebesgue Integration**

Riemann integration; measurable functions; measures; Lebesgue measure; the Lebesgue integral; integrable functions;  $L^p$  spaces; modes of convergence; decomposition of measures; product measures. Prerequisite: Math 4111 or permission of the instructor.

Credit 3 units. A&S: NS

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#### **L24 Math 415. Partial Differential Equations**

Introduction to the theory of PDE's with applications to selected classical problems in physics and engineering. Linear and quasi-linear 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 309, or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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#### **L24 Math 416. Complex Variables**

Analytic functions, elementary functions and their properties, line integrals, the Cauchy integral formula, power series, residues, poles, conformal mapping, and applications. Prerequisites: Math 318, Math 308, or ESE 317, or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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#### **L24 Math 417. Introduction to Topology and Modern Analysis I**

An introduction to set theory, metric spaces, and general topology. Connections to analysis are made as appropriate. Prerequisite: Math 4111.

Credit 3 units. A&S: NS FA: NSM

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#### **L24 Math 418. Introduction to Topology and Modern Analysis II**

Continuation of Math 417. May include some algebraic topology (depending on material covered in 417). Prerequisite: Math 417.

Credit 3 units. A&S: NS FA: NSM

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#### **L24 Math 420. Experimental Design**

A first course in the design and analysis of experiments, from the point of view of regression. Factorial, randomized block, split-plot, Latin square, and similar design. Prerequisite: Math 3200 or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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#### **L24 Math 429. Linear Algebra**

Introduction to the linear algebra of finite-dimensional vector spaces. Includes systems of equations, matrices, determinants, inner product spaces, spectral theory. Prerequisite: Math 310 or permission of instructor. Math 309 is not an explicit prerequisite but students already should be familiar with such basic topics from matrix theory as matrix operations, linear systems, row reduction, and Gaussian elimination. Material in early chapters on these topics are covered very quickly.

Credit 3 units. A&S: NS, QA FA: NSM

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#### **L24 Math 430. Modern Algebra**

Introduction to groups, rings, and fields. Includes permutation groups, group, and ring homomorphisms, field extensions, connections with linear algebra. Prerequisite: Math 429 or permission of the instructor.

Credit 3 units. A&S: NS FA: NSM

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#### **L24 Math 434. Survival Analysis**

Life table analysis and testing; mortality, and failure rates; Kaplan-Meier or product-limit estimators, hypothesis testing and estimation in the presence of random arrivals and departures; and the Cox proportional hazards model. Techniques of survival analysis are used in medical research, industrial planning, and the insurance industry. Prerequisites: Math 309 and 3200, or permission of the instructor.

Credit 3 units. A&S: NS FA: NSM

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#### **L24 Math 436. Algebraic Geometry**

Introduction to affine and projective algebraic varieties; the Zariski topology; regular and rational mappings; simple and singular points; divisors and differential forms; genus; the Riemann-Roch theorem. Prerequisites: Math 318, 429, and 430, or permission of the instructor.

Credit 3 units. A&S: NS FA: NSM

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**L24 Math 439. Linear Statistical Models**

Introduction to statistical methods based in linear algebra. Topics include multivariate normal distributions; the distribution of quadratic forms; linear regression and ANOVAs; general linear hypotheses; principal component and linear discriminant models; multivariate linear regressions and MANOVAs; canonical correlations. If time allows, additional topics such as factor analysis; variance component and mixed models; factorial and fractional factorial models. Short computer programs are written in a language such as SAS or R. Prerequisites: Math 3200 and Math 309 (or Math 429), or permission of the instructor.

Credit 3 units. A&S: NS FA: NSM

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**L24 Math 449. Numerical Applied Mathematics**

Computer arithmetic, error propagation, condition number and stability; mathematical modeling, approximation and convergence; roots of functions; calculus of finite differences; implicit and explicit methods for initial value and boundary value problems; numerical integration; numerical solution of linear systems, matrix equations, and eigensystems; Fourier transforms; optimization. Various software packages may be introduced and used. Prerequisites: CSE 126, 131 or 200 (or other computer background with permission of the instructor); Math 217 and 309.

Credit 3 units. A&S: NS

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**L24 Math 450. Topics in Applied Mathematics**

Topic may vary with each offering of the course. Prerequisite: Math 449 or permission of the instructor.

Credit 3 units. A&S: NS FA: NSM

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**L24 Math 456. Topics in Financial Mathematics**

Topic and prerequisites may vary with each offering.

Credit 3 units. A&S: NS

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**L24 Math 459. Bayesian Statistics**

An introduction to 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, empirical Bayes method, hands-on Bayesian data analysis using appropriate software. Prerequisite: Math 493 or permission of the instructor.

Credit 3 units. A&S: NS

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**L24 Math 475. Statistical Computation**

An introduction to programming in SAS (Statistical Analysis System) and applied statistics using SAS: contingency tables and Mantel-Haenszel tests; general linear models and matrix operations; simple, multilinear, and stepwise regressions; ANOVAs with nested and crossed interactions; ANOVAs and regressions with vector-valued data (MANOVAs). Topics chosen from discrim-

inant analysis, principal components analysis, logistic regression, survival analysis, and generalized linear models. Prerequisites: Math 3200 and 493 (or 493 concurrently).

Credit 3 units. A&S: NS FA: NSM

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**L24 Math 481. Group Representations**

Ideas and techniques in representation theory of finite groups and Lie groups.

Credit 3 units. A&S: NS

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**L24 Math 493. Probability**

A calculus-based introduction to the mathematical theory of probability at the advanced undergraduate level. 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. Prerequisite: Math 318 or 308, or permission of the instructor.

Credit 3 units. A&S: NS FA: NSM

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**L24 Math 494. Mathematical Statistics**

Theory of estimation, minimum variance and unbiased estimators, maximum likelihood theory, Bayesian estimation, prior and posterior distributions, confidence intervals for general estimators, standard estimators and distributions such as the student-t and F-distribution from a more advanced viewpoint, hypothesis testing, the Neymann-Pearson Lemma (about best possible tests), linear models, and other topics as time permits. Prerequisite: Math 493 or permission of the instructor.

Credit 3 units. A&S: NS FA: NSM

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**L24 Math 495. Stochastic Processes**

Content varies with each offering of the course. Past offerings have included such topics as random walks, Markov chains, Gaussian processes, empirical processes, Markov jump processes, and a short introduction to martingales, Brownian motion and stochastic integrals. Prerequisites: Math 318 and 493, or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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**L24 Math 496. Topics in Statistics**

Topic varies with each offering.

Credit 3 units. A&S: NS FA: NSM

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**L24 Math 496A. Topics in Algebra**

Topic varies with each offering.

Credit 3 units. A&S: NS

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**L24 Math 499. Study for Honors**

Prerequisites: junior or senior standing, eligibility for honors work in mathematics and permission of the department's Director of Undergraduate Studies.

Credit 3 units. FA: NSM

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**Contact Person:** Ronald Freiwald  
**Phone:** 314/935-6737  
**Email:** rf@math.wustl.edu  
**Departmental website:** <http://www.math.wustl.edu>

The Medicine and Society Program is an exciting opportunity for undergraduate students in Arts & Sciences who are interested in exploring the interface of culture, behavior, and health from a social science perspective. The program addresses the important social and cultural foundations of health and illness in human societies, with a specific emphasis upon service and research opportunities. Students also may seek a Minor in Public Health through the Medicine and Society Program. The program is supported by a grant from the Danforth Foundation.

Medicine and Society has its intellectual and programmatic roots in the field of medical anthropology, which is broadly defined as the study of human health and illness across culture, time, and space. Medical anthropologists examine the role of culture and society in shaping illness experiences. The discipline also provides a focus for understanding societal responses to health threats. In this regard, individual health is seen within a broader framework of social networks and the larger public and private efforts to prevent disease and promote health, both domestically and internationally.

Medical anthropologists working in cross-cultural settings may focus on such issues as traditional health beliefs and practices; cultural clashes between traditional medicine and biomedicine; political and economic foundations of health disparities; alternative and complementary medicine; social and behavioral factors affecting disease rates; and public health responses to emerging health problems. These topics all share a focus on community as a primary area of inquiry and population as a primary unit of analysis. The program will particularly appeal to students with a long-term commitment to careers in the health professions and related areas.

More recently, Medicine and Society has grown to include an emphasis on public health, and opportunities now exist for students to develop a minor concentration in this area. Students participating in the Minor in Public Health Track of Medicine and Society take a required sequence of course work in public health theory and practice, coupled with elective courses in various associated disciplines such as biology, economics history, mathematics, philosophy, psychology, and Women, Gender, and Sexuality Studies.

## The Program

Medicine and Society offers two tracks for student participation. The Four-Year Track is open to incoming freshmen with an interest in social, behavioral, and ethical dimensions of health and illness; it is limited to 20 students per year who participate in the Freshman Seminar in Medicine and Society. The Minor in Public Health Track is open to all undergraduate students with an interest in community and population health, broadly defined.

**Four-Year Track** : Upon acceptance to Washington University in the spring, students may apply for admission to the Medicine and Society Four-Year Track. Students are evaluated on the basis of academic credentials, aptitude, and interest in a health-related career, and a personal statement. Students who are accepted into the Four-Year Track are enrolled in a year-long Freshman Seminar on culture, health, and society in the Department of Anthropology. This seminar provides the academic foundation for future community health work in St. Louis. Beginning in the sophomore year, students identify and select a community health site for the longitudinal internship placement. The internship opportunity provides students with a location for focusing their interest and involvement in community health, and allows students to participate in the work of the host organization. Appropriate internship sites include local health departments, various nongovernmental health aid agencies, sites for delivery of clinical care and research, and health philanthropic foundations. During the junior and senior years, academic and service activities intensify at internship and other community-based sites, culminating in a Senior Honors thesis or capstone project based upon original research and investigation. All students in the Medicine and Society Four-Year Track are encouraged to graduate with honors, based upon their independent research and academic achievement. This course of study provides an excellent foundation for future graduate work in medicine, public health, or any of the allied health professions such as nursing or physical and occupation therapy. Students who complete the program also will be highly competitive for admission to other professional schools such as law, business, or social work.

### Requirements for the Four-Year Track:

Once admitted to the program, students must complete the following:

- Freshman Medicine and Society Seminar
- Community Health Internship
- Anthro 260. Topics in Community Health
- Major or Minor in Anthropology
- Senior Capstone or Honors Thesis

### Personnel

Medicine and Society is directed by Bradley Stoner, a medical anthropologist and infectious disease physician at Washington University. Dr. Stoner has extensive experience as a physician and public health researcher, and holds a joint appointment in the Department of Internal Medicine at Washington University School of Medicine. He oversees student training in medical anthropology and placement in the community internship sites. Dr. Stoner is assisted in these efforts by Rebecca Lester, who serves as assistant director of the Four-Year Track of the program, and Peter Benson, who serves as assistant director of the Public Health

Track. Students also have full access to other faculty in Anthropology and related disciplines who offer courses of relevance and interest.

## Director

### Bradley P. Stoner

Associate Professor  
M.D., Ph.D., Indiana University  
(Anthropology)

## Assistant Director—Four-Year Track

### Rebecca J. Lester

Associate Professor  
Ph.D., University of California—San Diego  
(Anthropology)

## Assistant Director—Public Health Track

### Peter Benson

Assistant Professor  
Ph.D., Harvard University  
(Anthropology)

## Professors

### Kenneth H. Ludmerer

M.D., Johns Hopkins University  
(History)

### Carolyn Sargent

Ph.D., Michigan State University  
(Women, Gender, and Sexuality Studies)

### Glenn D. Stone

Ph.D., University of Arizona  
(Anthropology)

### L. Lewis Wall

D.Phil., University of Oxford  
(Anthropology)

## Associate Professors

### Geoff Childs

Ph.D., Indiana University  
(Anthropology)

### Shanti A. Parikh

Ph.D., Yale University  
(African and African-American Studies; Anthropology)

## Lecturers

### Barbara A. Baumgartner

Ph.D., Northwestern University  
(Women, Gender, and Sexuality Studies)

### Lauren Arnold

Ph.D., University of Medicine & Dentistry of New Jersey—School of Public Health with Rutgers University  
(Anthropology)

### Anne Sebert Kuhlmann

M.P.H., University of Michigan  
(Anthropology)

There is no major in this area. Interested students are encouraged to explore the Minor in Public Health.

## The Minor in Public Health

The Minor in Public Health is administered by the Medicine and Society Program within the Department of Anthropology. The minor offers a directed course of study in public and community health, emphasizing the biological, social, and behavioral underpinnings of human health and illness at the population level. All students in Arts & Sciences are eligible to participate in the Minor in Public Health Track, regardless of their major course of study. Students may enroll as early as the sophomore year. The Minor in Public Health consists of 15 credit hours of study, including three required courses (Introduction to Public Health, Public Health Research and Practice, Anthropology and Public Health) and two elective courses in related disciplines. Electives may be drawn from an approved list of courses in anthropology, biology, economics, history, mathematics, psychology, or women, gender, and sexuality studies. Students also may be eligible to participate in internships at community and population health agencies, on a space-available basis. Students who complete the Minor in Public Health will have excellent preparation for graduate-level professional study in public health, medicine, social work, law, or other areas.

**Total required units:** 15 units of course credit (courses may be taken in any order)

**Required courses:** 9 units

PHealth 3283. Introduction to Public Health  
PHealth 3284. Public Health Research and Practice  
PHealth 4882. Anthropology and Public Health

**Elective courses:** 6 units

Students must complete two courses (6 units of credit) from the list of approved elective courses to complete the Minor in Public Health. For non-anthropology majors, at least one elective course



must be home-based outside the anthropology department. For anthropology majors, both electives must be home-based outside anthropology. Additional courses may be added as they become available in the curriculum.

Please see the Public Health and Anthropology sections for course information.

**Contact Person:** Dr. Bradley Stoner  
**Phone:** 314/935-5673  
**Email:** [bstoner@artsci.wustl.edu](mailto:bstoner@artsci.wustl.edu)  
**Departmental website:** <http://publichealth.artsci.wustl.edu>

## Arts & Sciences: Medieval and Renaissance Studies

The faculty engaged in work in Medieval and Renaissance Studies supervises a number of interdisciplinary clusters within the Arts & Sciences curriculum. Interested students may pursue a major in Renaissance Studies under the auspices of the Interdisciplinary Project in the Humanities. The major offers you the opportunity to gain a broad understanding of the early modern world, the seedbed of modern Western civilization, through the integrated study of Renaissance literature, history, philosophy, art history, and music. (A full description of the requirements for completing the Renaissance Studies track in the Interdisciplinary Project in the Humanities may be found in the general listing for the [JPH](#).)

Courses in the major are drawn from a wide range of departments. This allows you to develop your own course of study, to select areas of concentration that are of particular interest to you, and to work closely with faculty from different areas. You 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.

### Steering Committee

#### Derek M. Hirst

William Eliot Smith Professor  
Ph.D., Cambridge University  
(History)

#### Joseph Loewenstein

Professor  
Ph.D., Yale University  
(English)

#### William E. Wallace

Barbara Murphy Bryant Distinguished Professor of Art History  
Ph.D., Columbia University  
(Art History and Archaeology)

#### Gerhild Scholz Williams

Barbara Schaps Thomas and David M. Thomas Professor in the Humanities  
Ph.D., University of Washington  
(German)

#### Steven Zwicker

Stanley Elkin Professor in the Humanities  
Ph.D., Brown University  
(English)

### Professors

#### Daniel E. Bornstein

Ph.D., University of Chicago  
(History and Religious Studies)

#### David Lawton

Ph.D., University of York  
(English)

#### Craig Monson

Ph.D., University of California–Berkeley  
(Music)

#### Dolores Pesce

Ph.D., University of Maryland  
(Music)

#### Colette H. Winn

Ph.D., University of Missouri–Columbia  
(Romance Languages)

### Associate Professors

#### Nina Cox Davis

Ph.D., Johns Hopkins University  
(Romance Languages)

#### Robert K. Henke

Ph.D., University of California–Berkeley  
(Performing Arts)

#### Ahmet T. Karamustafa

Ph.D., McGill University  
(History)

#### Fatemeh Keshavarz Karamustafa

Ph.D., University of London  
(Asian and Near Eastern Languages)

#### Eloísa Palafox

Ph.D., Michigan State University  
Doctorado, El Colegio de Mexico  
(Romance Languages and Literatures)

#### Mark Pegg

Ph.D., Princeton University  
(History)

#### Michael Sherberg

Ph.D., University of California–Los Angeles  
(Romance Languages and Literatures)

## Assistant Professors

### Paul Crenshaw

Ph.D., New York University  
(Art History and Archaeology)

### Christine Johnson

Ph.D., Johns Hopkins University  
(History)

### William Layher

Ph.D., Harvard University  
(Germanic Languages and Literatures)

### Jessica A. Rosenfeld

Ph.D., University of Pennsylvania  
(English)

### Alicia W. Walker

Ph.D., Harvard University  
(Art History and Archaeology)

## Lecturer

### Jami L. Ake

Assistant Dean and Lecturer  
Ph.D., Indiana University  
(College of Arts & Sciences; English; Women, Gender, and Sexuality Studies; IPH)

There is no major in this area. Interested students may pursue a major in Renaissance Studies under the auspices of the Interdisciplinary Project in the Humanities. The major offers you the opportunity to gain a broad understanding of the early modern world, the seedbed of modern Western civilization, through the integrated study of Renaissance literature, history, philosophy, art history, and music. (A full description of the requirements for completing the Renaissance Studies track in the Interdisciplinary Project in the Humanities may be found in the general listing for IPH.)

## The Minor in Renaissance Studies

**Units required:** 18

### Required courses:

History 101C. Western Civilization  
Med-Ren 310C. The Middle Ages: Multiple Views of Culture **or**  
Med-Ren 318C. The Renaissance: Crisis and New Beginnings

### Elective courses:

12 additional units of which at least 3 units must be at the 400 level or above.

## Additional Information

You may initiate your work in Medieval and Renaissance Studies by enrolling in an interdisciplinary FOCUS program linking the history department's course in Western Civilization with a special seminar that examines a special topic and theme. Some Medieval and Renaissance Studies FOCUS programs include a trip to the European sites under investigation in the core seminar.

Reading knowledge of French, German, Italian, Latin, or Spanish is required.

There are no courses associated with this program. See the Interdisciplinary Project in the Humanities.

**Departmental website:** <http://artsci.wustl.edu/~wlayher/MedRen/>

## Arts & Sciences: Mind, Brain, and Behavior

How do we think? What is human consciousness? What is the relationship between the mind and the brain? During the past few decades, an explosive growth of knowledge in the cognitive sciences has begun to yield answers to fundamental mysteries about the nature of human thought. Students in this two-year program investigate new theories and problems emerging from this interdisciplinary area of study.

The Mind, Brain, and Behavior (MBB) program, which is open to incoming freshmen entering any of the University's undergraduate schools, is a two-year program that engages students with the research culture of the University. The program builds upon areas of research strength and increasing faculty collaboration within the University. It brings together faculty from several departments and students who share an interest in an area of study to create a lively intellectual and social community; to foster a culture of inquiry; and to enable students, early in their undergraduate career, to participate in research. For more information on the application process: [college.artsci.wustl.edu/first-year-programs](http://college.artsci.wustl.edu/first-year-programs).

During the first year, freshmen take two core courses that provide an introduction to the interdisciplinary study of the mind-brain (MBB 120 and MBB 122). These courses are taught collaboratively by faculty members from different disciplines. In the sophomore year, students are able to undertake research under the supervision of a faculty member who serves as a research mentor for the MBB program (MBB 300). Sophomores may choose among several research options, each combining independent work with opportunities to work collaboratively.

Participation in Mind, Brain, and Behavior is fully compatible with all majors and preprofessional programs. Entering students from all schools are welcome to apply for admission. Enrollment in Mind, Brain, and Behavior is limited to 45 students each year.

### Participating Faculty, 2010–11

#### David A. Balota

Professor

Ph.D., University of South Carolina  
(Psychology)

#### Carl Craver

Associate Professor

Ph.D., University of Pittsburgh  
(Philosophy and Philosophy–Neuroscience–Psychology)

#### John Doris

Associate Professor

Ph.D., University of Michigan–Ann Arbor  
(Philosophy and Philosophy–Neuroscience–Psychology)

#### Janet M. Duchek

Associate Professor

Ph.D., University of South Carolina  
(Psychology)

#### Steven E. Petersen

James S. McDonnell Professor of Cognitive Neuroscience  
Ph.D., California Institute of Technology  
(Neurology and Neurological Surgery)

The Mind, Brain, and Behavior (MBB) program, which is open to incoming freshmen entering any of the University's undergraduate schools, is a two-year program that engages students with the research culture of the University. There is no major in this area.

The Mind, Brain, and Behavior (MBB) program, which is open to incoming freshmen entering any of the University's undergraduate schools, is a two-year program that engages students with the research culture of the University. There is no minor in this area.

#### L96 MBB 120A. Introduction to Study of the Mind-Brain: Psychological, Biological, and Philosophical Perspectives

A consideration of three primary areas of research in cognitive science: attention, memory, and language. These topics are used to illustrate the techniques by which mental abilities are investigated and explained in psychology and neuroscience: the focus, in particular, is on the use of reaction time studies, brain imaging, and cell recordings to isolate the basic components that make up complex functions. In addition to the central concepts and theories in each areas, the course addresses philosophical implications of this research concerning how the mind and brain are related, how the mind-brain encodes or represents information, and the nature of consciousness. And there is an emphasis on applying these findings to important problems, such as Alzheimer's disease and deficits due to brain damage. The class is taught by three members of the faculty from different disciplines and combines a whole-group lecture with small discussion classes. The goal is to give students a good understanding of the interdisciplinary nature of cognitive science and to help them develop the ability to think and write critically about scientific research into the mind-brain. Prerequisite: admission to the Mind, Brain, and Behavior program. Credit 3 units. A&S: NS BU: SCI

#### L96 MBB 122. Introduction to the Study of the Mind Brain II

In this course, participants in the Mind, Brain, and Behavior Program continue their exploration of cognitive science. We explore different frameworks for thinking about how the different branches of cognitive science relate to each other. The course contains an introduction to relevant topics in the philosophy of science and the philosophy of mind. Prerequisite: MBB/PNP 120. Credit 3 units. A&S: SS

**L96 MBB 300. Research in Mind, Brain, and Behavior**

An introduction to research for students in the Mind, Brain, and Behavior program. Students work under the supervision of a mentor. Prerequisite: admission to the Mind, Brain, and Behavior program, completion of MBB/PNP 122, and permission of the mentor.

Credit variable, maximum 3 units. A&S: NS

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**Contact Person:** Janet Duchek  
**Phone:** 314/935-7445  
**Email:** [jduchek@wustl.edu](mailto:jduchek@wustl.edu)

## Arts & Sciences: 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, you 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 you 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 Saint Louis Symphony Orchestra, are available in voice, piano, organ, harpsichord, guitar, lute, and all orchestral and jazz instruments.

As a music major, you can explore critical issues of tradition, individual composers, compositional craft, aesthetic interpretation, and music's social and cultural significance through a wide range of courses from introductory classes to highly specialized seminars. Instruction is available in jazz, popular music, world musics, the history and literature of Western music, ethnomusicology, music theory and analysis, musical composition, and electronic music. All performance, creative, and academic endeavors in music are supported by a thorough grounding in musicianship and keyboard skills.

Music majors may take advantage of study abroad programs in music in Italy, England, France, Ireland, and South Africa. Summer research projects under faculty direction also are available.

Several options are available for students interested in music: the Bachelor of Arts degree with a major in music, the Bachelor of Music degree, a minor in music, and a minor in jazz studies. You may take the A.B. degree in combination with a major in another field or as your primary major in a broad liberal arts education. Majoring in music can prepare you well for graduate work and for a variety of musical careers and other professions.

### Chair

**Dolores Pesce**

Ph.D., University of Maryland

### Endowed Professor

**Hugh Macdonald**

Avis Blewett Professor of Music  
Ph.D., Cambridge University

### Professors

**Seth Carlin**

M.S., Juilliard School of Music

**Jeffrey Kurtzman**

Ph.D., University of Illinois

**Craig Monson**

Ph.D., University of California–Berkeley

### Associate Professors

**Peter Schmelz**

Ph.D., University of California–Berkeley

**Robert Snarrenberg**

Ph.D., University of Michigan

### Visiting Associate Professors

**Darrell Berg**

Ph.D., State University of New York–Buffalo

**Paul DeMarinis**

M.M., Webster University

### Assistant Professors

**Patrick Burke**

Ph.D., University of Wisconsin

**Todd Decker**

Ph.D., University of Michigan

**Bruce Durazzi**

Ph.D., Yale University

**Martin Kennedy**

D.M.A., Juilliard School of Music

**John Turci-Escobar**

Ph.D., Yale University

**Peter Schmelz**

Ph.D., University of California–Berkeley

### Visiting Assistant Professor

**Kenneth Mitchell**

Ph.D., Washington University

### Senior Lecturer

**Christine Armistead**

M.M., Washington University

### Lecturers

**William Lenihan**

B.Mus., University of Missouri–St. Louis



**Dan Presgrave**

M.M., Washington University

**Directors of Vocal Activities****Christine Armistead**

M.M., Washington University

**John Stewart**

M.A., Brown University

**Professors Emeriti****Harold Blumenfeld**

M.M., Yale University

**Kathleen Bolduan**

Ph.D., Washington University

**Roland Jordan**

Ph.D., Washington University

**John Perkins**

M.F.A., Brandeis University

**William Schatzkamer**

Diploma, Juilliard School of Music

**Robert Wykes**

D.M.A., University of Illinois

**Becoming a Music Major** : If you plan to declare a major in music, you should consult with the department as early as possible. You should apply to the department by the spring of your sophomore year. Students interested in pursuing a music major should begin the appropriate course sequences in music theory, music history, keyboard skills, and musicianship.

**The Major in Music****The Bachelor of Arts in Music Major**

**Total units required:** 45

**Required courses:** A minimum of 15 units in advanced courses: Music 3011, 3012, and 3013; an additional 3 units of music history; and a senior project. Other requirements include 12 units of music theory (Music 103E-104E or 1091-1092, 221-222), 2 units each of musicianship (Music 1231-1241) and keyboard skills (Music 1232-1242)

**Elective courses:** 14 units (courses, applied music, or ensembles).

**The Bachelor of Music Major**

**Total units required:** 74–78

Declaration of this major must be approved by the department before the end of your sophomore year. You are required to complete a minimum of 27 to 39 units in advanced courses, depending on your area of concentration. You may earn the B.Mus. degree with concentration in performance, composition, music theory, or music history and literature, or you may pursue a general program combining two or more areas.

Each concentration requires a major senior project, such as a thesis, recital, lecture-demonstration, or composition portfolio. You also must pass a keyboard proficiency examination.

**Required courses:** Core courses for the B.Mus. consist of 27 to 32 units of courses: 12 units of music theory (Music 103E-104E or 1091-1092, 221-222), 9 units of music history (Music 3011-3012-3013), 5 units of musicianship (Music 1231, 1241, 3231), and 1 unit of keyboard skills per semester once the major is declared, as necessary to complete Music 3242. In addition, students must register for applied music lessons and at least one ensemble every semester once the major has been declared.

**Elective courses:** Each of the five B.Mus. concentrations includes additional requirements, as follows:

*Performance Emphasis* : 3 units of upper-level music history (other than 3011-3013), 6 units of music theory (4221 and 400- or 500-level elective), 3 units of diction (439), and a junior half-recital.

*Theory Emphasis* : 15 units of music theory (4221 and 12 units of 400- or 500-level electives), 3 units of upper-level music history (other than 3011-3013), and 6 units of composition or electronic music (401-402 **or** composition lessons).

*Composition Emphasis* : 12 units of 400-level composition lessons, 3 units of upper-level music history (other than 3011-3013), 9 units of music theory (4221 and 6 units of 400- or 500-level electives), and 6 units of electronic music (401-402).

*History and Literature Emphasis* : 15 units of upper-level music history (other than 3011-3013), and 9 units of music theory (4221 and 6 units of 400- or 500-level electives).

*General Emphasis* : 6 units of upper-level music history (other than 3011-3013), 9 units of music theory (4221 and 6 units of 400- or 500-level electives), and 9 units of electives.

**Additional Information**

**Ensembles** : The department sponsors numerous performing ensembles that draw members from the University and the surrounding community. You 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. If you are enrolled for credit in one of the department's ensembles, you may be entitled to a scholarship that covers a portion of the fee for lessons.

*Vocal Ensembles:* Concert Choir, Opera Production.

*Instrumental Ensembles:* Flute Choir, Jazz Band, Chamber String Ensembles, Symphony Orchestra, Chamber Winds, Jazz Combos, Saxophone Quartet, Double Reed Ensemble, Trombone/Euphonium Choir, Percussion Ensemble.

**Applied Music :** You may take voice, piano, organ, harpsichord, guitar, lute, and all orchestral and jazz instruments in the appropriate sequences. You must take at least two terms of applied music for the units to count toward graduation. A separate fee is charged for private instruction. As a music major or minor, you will receive an applied music scholarship to cover all or a portion of the fee, respectively. If you enroll for credit in one of the department's ensembles, you are entitled to a scholarship for a portion of the fee for lessons each semester you are enrolled. In addition, the department has a limited number of partial scholarships based on need and merit.

**Senior Honors :** You are encouraged to work toward Honors. To qualify, you must have an outstanding academic record and satisfactorily complete a Senior Honors project (in Music 499) and an oral examination with a faculty committee. Your project proposal is due at the end of your junior year.

## The Minor in Music—General Studies

Students whose interests are not served by these requirements may apply to the department chair with an alternative proposal.

**Units required:** 18

**Required courses:**

Music 103E. Introduction to Music Theory I  
Music 104E. Introduction to Music Theory II

**or**

Music 1091. Jazz Theory I  
Music 1092. Jazz Theory II

One of the following three courses:

Music 3011. History of Music I  
Music 3012. History of Music II  
Music 3013. History of Music III

**Elective courses:**

Of the remaining 9 units, 6 units must be at the 300 level or above. A maximum of 6 units of ensemble participation may be included.

### Additional Information

Special scholarships are available for the study of applied music.

## The Minor in Jazz Studies

**Units required:** 20

**Required Courses:**

Music 103E. Introduction to Music Theory I  
Music 104E. Introduction to Music Theory II

**or**

Music 1091. Jazz Theory I  
Music 1092. Jazz Theory II

Music 105. History of Jazz

Music ensemble performance in the Jazz Band

**or**

Small Jazz Combo for at least two semesters

Music 3091. Jazz Improvisation  
Music 3023. Jazz in American Culture

**Elective courses:**

One course selected from:

Applied Music at the 300 level (Jazz performance)  
Music 3021. Music of the African Diaspora  
Music 3013. History of Music 1850–2000  
Music 416. Music of the 20th Century  
Music 401. Elementary Techniques of Electronic Music  
Music 402. Advanced Techniques of Electronic Music

### Additional Information

The minor requires 20 units of credit in courses offered by the Department of Music of which at least 9 must be at 300 level or above. Upper-level credits may be obtained in Ensemble Performance or Applied Music if the requisite standard is attained. Other upper-level credits in Music or kindred studies (such as African and African-American Studies) may be approved at the discretion of the department chair.

#### L27 Music 101E. Introductory Survey of Western Music I

Surveys of "art" music in Western culture from the Middle Ages to the mid-18th century and from the middle of the 18th century to the present. 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; and in the second semester emphasis is on music by composers from Haydn and Mozart to George Crumb and John Cage. 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, see Music 114E Exploring Music.

Credit 3 units. A&S: LA BU: HUM FA: AH

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#### **L27 Music 1021. Musics of the World**

This course provides an introduction to the field of ethnomusicology as well as a survey of selected musics from around the world. We investigate not only musical sound itself but how music interacts with other cultural domains, such as religion/cosmology, politics, economics, and social structure. The course uses case studies from regions around the world (such as Indonesia, India, the Middle East, sub-Saharan Africa, and Latin America) to illustrate the conceptual problems and methodologies raised by the cross-cultural study of music, as well as to acquaint you with the rich variety of music around the globe.

Credit 3 units. A&S: TH, CD BU: HUM FA: AH

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#### **L27 Music 1022. Popular Music in American Culture**

Developments in American and African-American popular music since World War II, with special emphasis on the role of popular music in social and political contexts. Among the genres studied are rhythm-and-blues, rock 'n' roll, country, rock, fusion, soul, funk, heavy metal, alternative, and rap.

Credit 3 units. A&S: LA, SD BU: HUM FA: AH

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#### **L27 Music 102E. Introductory Survey of Western Music II**

Surveys of "art" music in Western culture from the Middle Ages to the mid-18th century and from the middle of the 18th century to the present. 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; and in the second semester emphasis is on music by composers from Haydn and Mozart to George Crumb and John Cage. 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, see Music 114E Exploring Music.

Credit 3 units. A&S: LA BU: HUM FA: AH

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#### **L27 Music 103E. Theory I: Introduction to Music Theory**

Vocabularies and skills basic to music theory introduced through concentrated work in notation, the development of specific compositional skills, and musical analysis. Concepts of musical structure and the relationship between music and other creative fields 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 majors and minors.

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

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#### **L27 Music 104E. Music Theory II**

A systematic introduction to the basic principles of tonality as manifested in western European music of the 18th and early 19th centuries. Topics include pitch, time, line and linear elaboration, counterpoint, harmony, phrase, form, and chromaticism. The principles are explored through both musical composition and interpretation of musical art works. Prerequisite: Music 103E.

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

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#### **L27 Music 105. History of Jazz**

History of jazz to the present, including its African elements.

Credit 3 units. A&S: LA BU: HUM FA: AH

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#### **L27 Music 107. LISTENING LABORATORY**

Optional analytical listening sessions to supplement Mus 101E and 102E respectively. Taped listening assignments. Required of music majors and of students in the first-year seminar section. Concurrent registration in Mus 101E or 102E is required.

Credit 1 unit. A&S: LA

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#### **L27 Music 109. Ragtime**

A history of ragtime music: survey of composers and performers. Emphasis on St. Louis and the music of Scott Joplin. University College students should register for U24 109 Section 02.

Credit 2 units. A&S: LA BU: HUM FA: AH

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#### **L27 Music 1091. Jazz Theory I**

Jazz Theory I introduces the jazz music language as a preparation for the study of improvisation. The course study consists of basic music theory including music-reading skills and notation, scales, intervals, and triads. An introduction to extended tertian chords as derived from the 21 modes of the major, melodic, and harmonic minor scales forms the basis of the jazz harmonic language. The study of chord progression and chord substitution, song form and the blues prepares the student for a detailed study of the modern jazz language.

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

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#### **L27 Music 1092. Jazz Theory II**

Jazz Theory II outlines the harmonic, rhythmic and improvisational practices from the Bebop period of the late 1940s to the jazz music of the present-day. Discussions include intermediate to advanced chord substitution, quartal and bitonal harmony, modal improvisation, pentatonic scales, and polyrhythmic drumming, concentrating on the work the major improvisers of the 1950s to 1970s. Prerequisite: Music 1091.

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

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**L27 Music 109M. Mathematics and Music**

Same as Math 109

Credit 3 units. A&S: NS, QA FA: NSM

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**L27 Music 113. Fundamentals of Music**

This course provides a broad overview of music fundamentals designed to enhance the student's experience of music as well as provide a foundation for further study in music theory. Students become acquainted with the basic vocabulary and building blocks of music: intervals, rhythms, scales, triads, chords, and harmony.

Credit 2 units. A&S: LA BU: HUM

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**L27 Music 114E. Exploring Music**

A wide-ranging introduction to music in its many forms. Western classical and popular music 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 provides insights into music's multifaceted historical/cultural resonances. No previous musical background required. Includes regular reading and listening assignments.

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

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**L27 Music 115. Reading Music**

Elements of music notation for those with little or no music-reading skill. Designed to develop a basic acquaintance with the principles of notation for students enrolled in introductory courses, applied music, and ensembles as well as those with a general interest in learning to read music.

Credit 1 unit. A&S: LA

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**L27 Music 1161. Freshman Seminar: Writing About Music**

This course explores the various ways in which writers from the 18th century to the present discuss music. Issues include respect for a tried and true musical "canon," music as an imitative vs. absolute art form, and a focus on performing virtuosity/spectacle vs. musical content. In addition to reading what previous authors have written, students write on a regular basis about examples from classical, popular, and non-Western music and critique each others' work. Ability to read music is not required.

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

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**L27 Music 1232. Keyboard Skills I**

An introduction to basic techniques of keyboard harmony using intervals, scales, and root position chords. Transposition and sight-reading skills developed. Prerequisite: permission of instructor for nonmajors. One and one-half class hours a week.

Credit 1 unit.

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**L27 Music 1242. Keyboard Skills II**

An introduction to basic techniques of keyboard harmony using intervals, scales, and root position chords. Transposition and sight-reading skills developed. Prerequisite: permission of instructor for nonmajors. One and one-half class hours a week.

Credit 1 unit.

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**L27 Music 128. Selected Area for Special Study**

In-depth study in areas of special interest.

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

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**L27 Music 129. Composition Workshop**

Introduction to certain compositional techniques of the 20th century in a workshop combining writing and performance. Prerequisite: permission of instructor. Two and one-half class hours a week.

Credit variable, maximum 3 units.

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**L27 Music 130. Composition Workshop**

Introduction to certain compositional techniques of the 20th century in a workshop combining writing and performance. Prerequisite: permission of instructor. Two and one-half class hours a week.

Credit variable, maximum 3 units.

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**L27 Music 133. Symphony Orchestra**

A select ensemble of about 75 players that performs a repertoire from the Baroque to the modern periods in four public concerts a year. May be repeated for credit. Prerequisite: admission by audition. Three rehearsal hours a week.

Credit 1 unit.

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**L27 Music 134. Symphony Orchestra**

A select ensemble of about 75 players that performs a repertoire from the Baroque to the modern periods in four public concerts a year. May be repeated for credit. Prerequisite: admission by audition. Three rehearsal hours a week.

Credit 1 unit.

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**L27 Music 135. University Chorus**

A mixed choir drawn from the entire university and St. Louis communities. Repertoire covers music from the Baroque to the present. Concerts at least once a semester. May be repeated for credit. For students with freshman or sophomore standing. Prerequisite: admission by audition. Two and one-half class hours a week.

Credit 1 unit.

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**L27 Music 136. University Chorus**

A mixed choir drawn from the University and St. Louis communities. Repertoire covers music from the Renaissance to the present. Concerts at least once a semester. May be repeated for credit. For students with freshman or sophomore standing. Prerequisite: admission by audition. Two and one-half rehearsal hours a week. Credit 1 unit.

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**L27 Music 137. Small Chamber Ensembles**

Students interested in performance of chamber music are organized into various ensembles for weekly coaching sessions. May be repeated for credit. Prerequisite: permission of the department. Special fee applicable. One class hour a week. Credit variable, maximum 2 units.

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**L27 Music 1371. Chamber Winds**

A group of select woodwind and brass players who form brass and woodwind choirs and smaller ensembles such as quintets and quartets. The weekly rehearsals are coached. The ensembles perform on student recitals and at various campus functions. Credit 1 unit.

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**L27 Music 1372. Flute Choir**

Weekly rehearsals of flute ensemble literature of many styles, Bach to bop. Developing skills of tone production, technique, intonation, sight reading, and musicianship. One performance per semester required. Prerequisite: admission by audition. Special fee applicable. Two class hours a week. Credit variable, maximum 1 units.

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**L27 Music 1376. Jazz Combo**

Students are placed in small combos for regular, weekly coaching. May be repeated for credit. Prerequisite: permission of the department. Special fee applicable. Credit 1 unit.

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**L27 Music 138. Small Chamber Ensembles**

Students interested in performance of chamber music are organized into various ensembles for weekly coaching sessions. May be repeated for credit. Prerequisite: permission of the department. Special fee applicable. One class hour a week. Credit variable, maximum 2 units.

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**L27 Music 1381. Chamber Winds**

A group of select woodwind and brass players who form brass and woodwind choirs and smaller ensembles such as quintets and quartets. The weekly rehearsals are coached. The ensembles perform on student recitals and at various campus functions. Credit 1 unit.

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**L27 Music 1382. Flute Choir**

Weekly rehearsals of flute ensemble literature of many styles, Bach to bop. Developing skills of tone production, technique, intonation, sight reading, and musicianship. One performance per semester required. Prerequisite: admission by audition. Special fee applicable. Two class hours a week. Credit variable, maximum 1 units.

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**L27 Music 1386. Jazz Combo**

Students are placed in small combos for regular, weekly coaching. May be repeated for credit. Prerequisite: permission of the department. Special fee applicable. Credit 1 unit.

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**L27 Music 1501. Rattle and Hum: Reading Music in Literature**

Same as CFH 150  
Credit 3 units. A&S: LA

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**L27 Music 1511. Introductory Guitar**

**L27 Music 159. Piano Class**  
Credit 1 unit. A&S: LA

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**L27 Music 160. Piano Class**  
Credit 1 unit. A&S: LA

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**L27 Music 161. Piano**  
Credit variable, maximum 3 units.

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**L27 Music 1611. Introductory Piano**  
Credit variable, maximum 3 units.

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**L27 Music 1612. Jazz Piano**  
Credit variable, maximum 3 units.

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**L27 Music 162. Piano**  
Credit variable, maximum 3 units.

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**L27 Music 1622. Jazz Piano**  
Credit variable, maximum 3 units.

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**L27 Music 163. Harpsichord**  
Credit variable, maximum 3 units.

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**L27 Music 164. Harpsichord**  
Credit variable, maximum 3 units.

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**L27 Music 165. Organ**  
Credit variable, maximum 3 units.

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**L27 Music 166. Organ**

Credit variable, maximum 3 units.

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**L27 Music 167. Woodwind**

Credit variable, maximum 3 units.

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**L27 Music 167J. Jazz Woodwinds**

Credit variable, maximum 3 units.

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**L27 Music 168. Woodwinds**

Credit variable, maximum 3 units.

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**L27 Music 168J. Jazz Woodwinds**

Credit variable, maximum 3 units.

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**L27 Music 169. Brass**

Credit variable, maximum 3 units.

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**L27 Music 169J. Jazz Brass**

Credit variable, maximum 3 units.

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**L27 Music 170. Brass**

Credit variable, maximum 3 units.

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**L27 Music 170J. Jazz Brass**

Credit variable, maximum 3 units.

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**L27 Music 171. Percussion**

Credit variable, maximum 3 units.

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**L27 Music 171J. Jazz Percussion**

Credit variable, maximum 3 units.

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**L27 Music 172. Percussion**

Credit variable, maximum 3 units.

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**L27 Music 172J. Jazz Percussion**

Credit variable, maximum 3 units.

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**L27 Music 173. Strings**

Credit variable, maximum 3 units.

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**L27 Music 1731. Lute**

Credit 3 units.

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**L27 Music 173J. Jazz Strings**

Credit variable, maximum 3 units.

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**L27 Music 174. Strings**

Credit variable, maximum 3 units.

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**L27 Music 1741. Lute**

Credit 3 units.

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**L27 Music 174J. Jazz Strings**

Credit variable, maximum 3 units.

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**L27 Music 175. Guitar**

Credit variable, maximum 3 units.

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**L27 Music 1754. Jazz Guitar**

Credit variable, maximum 3 units.

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**L27 Music 176. Guitar**

Credit variable, maximum 3 units.

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**L27 Music 1764. Jazz Guitar**

Credit variable, maximum 3 units.

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**L27 Music 177. Voice**

Credit variable, maximum 3 units.

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**L27 Music 178. Voice**

Credit variable, maximum 3 units.

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**L27 Music 221. Music Theory III**

Concentrated study of the principles of tonal counterpoint and their application to the interpretation of Bach keyboard suites. Class work includes both writing and analysis. Prerequisite: Music 104E. Three class hours a week.

Credit 3 units. A&S: LA

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**L27 Music 2210. Topics in Musical Theater**

Same as Drama 221

Credit 2 units. A&S: LA BU: HUM FA: AH

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**L27 Music 2211. Opera Projects**

Students may contract with a faculty supervisor for credit for work on opera productions or research. Contracts must be signed by the student and the faculty supervisor before the work commences. Prerequisite: permission of the instructor.

Credit variable, maximum 2 units.

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**L27 Music 2212. Opera Projects**

Students may contract with a faculty supervisor for credit for work on opera productions or research. Contracts must be signed by the student and the faculty supervisor before the work commences. Prerequisite: permission of the instructor.

Credit variable, maximum 2 units.

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**L27 Music 222. Music Theory IV**

Continuation of Music 221 with study of 18th- and 19th-century harmonic, textural, and structural procedures (Bach through Brahms). Prerequisite: Music 221.

Credit 3 units. A&S: LA

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**L27 Music 2231. Musicianship I**

Beginning ear training, sight singing, and dictation skills. Prerequisite: permission of instructor for nonmajors. Three class hours a week.

Credit 1 unit.

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**L27 Music 2232. Keyboard Skills III**

Intermediate skills in score reading as well as the introduction of inversions, figured bass, and improvising melodies. Prerequisites: Music 1242 and permission of instructor for nonmajors. One and one-half class hours a week.

Credit 1 unit.

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**L27 Music 2241. Musicianship III**

Beginning ear training, sight singing, and dictation skills. Prerequisite: permission of instructor for nonmajors. Three class hours a week.

Credit 1 unit.

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**L27 Music 2242. Keyboard Skills IV**

Intermediate skills in score reading as well as the introduction of inversions, figured bass, and improvising melodies. Prerequisites: Music 1242 and permission of instructor for nonmajors. One and one-half class hours a week.

Credit 1 unit.

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**L27 Music 227. Selected Area for Special Study**

In-depth study in areas of special interest. Prerequisite: permission of instructor.

Credit 3 units.

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**L27 Music 228. Selected Area for Special Study**

In-depth study in areas of special interest. Prerequisite: permission of instructor.

Credit 3 units. A&S: LA

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**L27 Music 229. Composition I**

Beginning work in free composition for undergraduates. Conducted as independent study. May be repeated for credit. Prerequisite: permission of instructor.

Credit variable, maximum 3 units.

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**L27 Music 230. Composition II**

Beginning work in free composition for undergraduates. Conducted as independent study. May be repeated for credit. Prerequisite: permission of instructor.

Credit variable, maximum 3 units.

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**L27 Music 233. Jazz Band**

Study of the literature of big band jazz. Concerts presented each semester. May be repeated for credit. Prerequisite: admission by audition. Two and one-half rehearsal hours a week.

Credit 1 unit.

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**L27 Music 234. Jazz Band**

Study of the literature of big band jazz. Concerts presented each semester. May be repeated for credit. Prerequisite: admission by audition. Two and one-half rehearsal hours a week.

Credit 1 unit.

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**L27 Music 237. Chamber 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 per week.

Credit 2 units.

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**L27 Music 238. Chamber 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 per week.

Credit 2 units.

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**L27 Music 261. Piano**

Credit variable, maximum 3 units.

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**L27 Music 2612. Jazz Piano**

Credit variable, maximum 3 units.

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**L27 Music 262. Piano**

Credit variable, maximum 3 units.

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**L27 Music 2622. Jazz Piano**

Credit variable, maximum 3 units.

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**L27 Music 263. Harpsichord**

Credit variable, maximum 3 units.

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**L27 Music 264. Harpsichord**

Credit variable, maximum 3 units.

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**L27 Music 265. Organ**

Credit variable, maximum 3 units.

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**L27 Music 266. Organ**

Credit variable, maximum 3 units.

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**L27 Music 267. Woodwind**

Credit variable, maximum 3 units.

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**L27 Music 267J. Jazz Woodwinds**

Credit variable, maximum 3 units.

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**L27 Music 268. Woodwinds**

Credit variable, maximum 3 units.

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**L27 Music 268J. Jazz Woodwinds**

Credit variable, maximum 3 units.

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**L27 Music 269. Brass**

Credit variable, maximum 3 units.

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**L27 Music 269J. Jazz Brass**

Credit variable, maximum 3 units.

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**L27 Music 270. Brass**

Credit variable, maximum 3 units.

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**L27 Music 270J. Jazz Brass**

Credit variable, maximum 3 units.

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**L27 Music 271. Percussion**

Credit variable, maximum 3 units.

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**L27 Music 271J. Jazz Percussion**

Credit variable, maximum 3 units.

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**L27 Music 272. Percussion**

Credit variable, maximum 3 units.

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**L27 Music 272J. Jazz Percussion**

Credit variable, maximum 3 units.

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**L27 Music 273. Strings**

Credit variable, maximum 3 units.

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**L27 Music 2731. Lute**

Credit variable, maximum 3 units.

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**L27 Music 273J. Jazz Strings**

Credit variable, maximum 3 units.

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**L27 Music 274. Strings**

Credit variable, maximum 3 units.

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**L27 Music 2741. Lute**

Credit variable, maximum 3 units.

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**L27 Music 274J. Jazz Strings**

Credit variable, maximum 3 units.

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**L27 Music 275. Guitar**

Credit variable, maximum 3 units.

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**L27 Music 2754. Jazz Guitar**

Credit variable, maximum 3 units.

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**L27 Music 276. Guitar**

Credit variable, maximum 3 units.

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**L27 Music 2764. Jazz Guitar**

Credit variable, maximum 3 units.

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**L27 Music 277. Voice**

Credit variable, maximum 3 units.

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**L27 Music 278. Voice**

Credit variable, maximum 3 units.

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**L27 Music 295. Independent Study: Language and Arts**

Supervised independent study in areas in which there are no current course offerings. Student must submit to the department chair an outline of the work to be covered, the number of credit hours requested for the work, and the name of the instructor who will be asked to supervise the work. Class hours variable, depending on credit.

Credit variable, maximum 3 units.

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**L27 Music 296. Independent Study: Textual and Historical Studies**

Supervised independent study in areas in which there are no current course offerings. Student must submit to the department chair an outline of the work to be covered, the number of credit hours requested for the work, and the name of the instructor who will be asked to supervise the work. Class hours variable, depending on credit.

Credit variable, maximum 3 units.

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**L27 Music 298. Directed Internship**

Students receive credit for a faculty-directed and approved internship, usually with a music professional or musical organization. The primary objective of the internship is to obtain professional experience outside the classroom. Students obtain a Learning

Agreement from the Career Center and have it signed by the Career Center, the faculty sponsor, and the site supervisor, if appropriate. A final written project is agreed upon before work begins and is evaluated by the faculty sponsor at the end of the internship. Students may not receive credit for work done for pay but are encouraged to obtain written evaluations of such work for the student's academic adviser and career placement file. Credit should correspond to actual time spent in work activities; e.g., eight to 10 hours per week for 13 or 14 weeks to receive 3 units of credit; 1 or 2 credits for fewer hours.

Credit variable, maximum 3 units.

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#### **L27 Music 299. Performance Project**

Students may contract with a faculty supervisor for credit for work on musical performance projects or research on musical performance. Contracts must be signed by the student, the faculty supervisor, and the department chair before the student's work on the project commences.

Credit variable, maximum 3 units.

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#### **L27 Music 3011. Music History I**

A study of music history and literature from the Middle Ages to 1650. Composers treated include Machaut, Dufay, Josquin, Palestrina, Byrd, and Monteverdi. Prerequisite: Music 103E.

Credit 3 units. A&S: TH BU: HUM FA: AH

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#### **L27 Music 3012. Music History II**

A study of music history and literature from 1650 to 1850. Composers treated include Corelli, Handel, Vivaldi, J.S. Bach and his sons, Mozart, Haydn, Beethoven, Schumann and his contemporaries. Prerequisite: Music 3011 or 104E.

Credit 3 units. A&S: TH BU: HUM FA: AH

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#### **L27 Music 3013. Music History III**

A study of music history and literature from 1850 to the present. Composers treated include Brahms, Liszt, Wagner, Verdi, Mahler, Debussy, Stravinsky, Schoenberg, Babbitt, Boulez, Stockhausen, Cage, Glass, and Reich. Prerequisite: Music 3012 or 104E.

Credit 3 units. A&S: TH, WI BU: HUM FA: AH

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#### **L27 Music 3021. Music of the African Diaspora**

This course explores musical cross-fertilization between the African continent and South America, the Caribbean, and Europe. Beginning with traditional musics from selected regions of the African continent, the course examines the cultural and musical implications of transnational musical flows on peoples of the African diaspora and their multicultural audiences.

Credit 3 units. A&S: TH, CD BU: IS FA: AH

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#### **L27 Music 3022. Native American Musical Traditions of the Western U.S.**

Exploration of music and its historical and contemporary contexts among Native American cultures of the Southwest and the Northern Plains, chiefly Navajo and Lakota, but with some considerations of Pueblo, Shoshone, and other nations. Examinations of intertribal pow-wow movements, crossover musics, European appropriation, and refashioning of Native American culture in Hollywood and elsewhere.

Credit 3 units. A&S: TH, CD BU: HUM FA: SSP

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#### **L27 Music 3023. Jazz in American Culture**

With emphasis on the major innovators in jazz from the 1940s to the present, jazz history is placed within the context of African-American and American cultural history, with particular emphasis on the effects of the Civil Rights Movement and African independence on the development of the post-World War II jazz canon. This course is not a survey. You are expected to be already familiar with basic jazz history and ready to undertake more in-depth study of major figures such as Charlie Parker, Thelonius Monk, Miles Davis, Charles Mingus, Ornette Coleman, and Wynton Marsalis. The course also considers the effects of rock 'n' roll, gospel, and funk on jazz. Prerequisites: Music 105, ability to read music, or permission of instructor.

Credit 3 units. A&S: TH, SD BU: HUM FA: AH

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#### **L27 Music 3024. From Cage to Glass and Beyond**

Explores the various directions composers took in the second half of the 20th century, including "chance" music of John Cage, minimalism of Philip Glass, and postmodernism. Includes concert attendance. Prerequisite: ability to read music is advisable but not required.

Credit 3 units. A&S: TH FA: AH

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#### **L27 Music 3025. Women of Music**

Popular music and art music around the world, from the perspective of women. The roles of women as creators, performers, sponsors, and consumers. The representation of women in music and how it relates to cultures of the past and present.

Credit 3 units. A&S: TH, SD

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#### **L27 Music 3027. Close Harmony: A Cappella Musical Traditions**

An examination of ensemble music for unaccompanied voices. Although it focuses on the western art tradition (e.g., Renaissance sacred and secular polyphony), it will also address 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, barber-shop, spirituals, the Comedian Harmonists, male gospel quartets, doowop). Study of the historical and cultural contexts of the

various musical types will balance examination of representative musical works. Prerequisite: the ability to read music, permission of instructor; Music 103 is highly recommended, but not required. Credit 3 units. A&S: TH

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**L27 Music 305. Selected Area for Special Study**

In-depth study in areas of special interest.  
Credit 3 units. A&S: LA BU: HUM

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**L27 Music 3051. Text and Music**

How do composers respond to the structure and meaning of text? Can spoken language become musical sound? Can musical sounds become textual signifiers? The course explores these questions by examining a broad range of texted music: Gregorian chant, Japanese Noh drama, English madrigals, Bach cantatas, 19th Century German lieder, operas by Mozart and Wagner, American musical theater, high modernist works by Schoenberg, Stockhausen, Berio and Lansky, as well as popular music. Some knowledge of music theory is required, and familiarity with German will be helpful, though all texts will be provided with English translations. Lots of listening and reading, several short and analytical assignments, three essays. Prereq: one year of music theory or permission of instructor  
Credit 3 units. A&S: TH

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**L27 Music 3091. Jazz Improvisation I**

An introduction to improvising music in the jazz tradition, including diatonic and chromatic harmony, extended chords, modes, and jazz scales. Exercises in basic aspects of the blues and in the styles of be-bop and modern jazz. Prerequisite: Music 1091.  
Credit 3 units.

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**L27 Music 315. Selected Area for Special Study**

In-depth study in areas of special interest.  
Credit 3 units. A&S: TH

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**L27 Music 317. Selected Area for Special Study**

In-depth study in areas of special interest.  
Credit 3 units. A&S: TH

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**L27 Music 319. Reading the Scores: Understanding Brazilian Music through Social Categories**

Same as IAS 383  
Credit 3 units. A&S: SS, WI BU: IS

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**L27 Music 320. The American Musical Film**

Same as Film 359  
Credit 3 units. A&S: LA BU: HUM

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**L27 Music 321. Music Theory V**

Problems in writing and analysis defined through the study of 19th-century works. Prerequisite: Music 222.

Credit 3 units. A&S: TH

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**L27 Music 3231. Advanced Musicianship**

Advanced ear training, sight singing, and dictation skills. Prerequisite: Music 2241. Three class hours a week.  
Credit 3 units.

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**L27 Music 3232. Keyboard Skills V**

Advanced skills in score reading, figured bass, and improvisation, as well as drills, including seventh chords and modulation. Prerequisite: Music 2242. One and one-half class hours a week.  
Credit 1 unit.

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**L27 Music 3241. Musicianship VI**

Continuation of Music 3231. Advanced ear training, sight singing, and dictation skills. Prerequisite: Music 3231. Two and one-half class hours a week.  
Credit 1 unit.

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**L27 Music 3242. Keyboard Skills VI**

Advanced skills in score reading, figured bass, and improvisation, as well as drills, including seventh chords and modulation. Prerequisite: Music 2242. One and one-half class hours a week.  
Credit 1 unit.

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**L27 Music 325. Instrumentation and Orchestration**

A study of the science of instrumentation and the art of orchestration. In-class performances of student compositions aid in the understanding of instrumental capabilities and limitations. Analysis of orchestral scores by Ravel, Stravinsky, et al. provides insight into efficient and creative use of the orchestra. In addition, scoring for both vocal and chamber ensembles is covered. Prerequisite: Music 103E or permission of instructor.  
Credit 3 units.

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**L27 Music 326. Orchestration**

A practicum in writing for orchestra and groups of orchestral instruments. Prerequisite: Mus 325.  
Credit 3 units.

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**L27 Music 328. History of the Film Score**

Same as Film 360  
Credit 3 units. A&S: TH BU: HUM FA: AH

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**L27 Music 329. Advanced Composition Workshop I**

Continuation of Music 129-130. Prerequisite: Music 130.  
Credit variable, maximum 3 units.

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**L27 Music 330. Advanced Composition Workshop II**

Continuation of Music 129-130. Prerequisite: Music 130.  
Credit variable, maximum 3 units.

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**L27 Music 333. Symphony Orchestra**

A select ensemble of about 75 players that performs a repertoire from the Baroque to the modern periods in four public concerts a year. May be repeated for credit. Prerequisite: admission by audition. Three rehearsal hours a week.

Credit 1 unit.

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**L27 Music 3331. Jazz Band**

Study of the literature of big band jazz. Concerts presented each semester. May be repeated for credit. Prerequisite: admission by audition. Two and one-half rehearsal hours a week.

Credit 1 unit.

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**L27 Music 334. Symphony Orchestra**

A select ensemble of about 75 players that performs a repertoire from the Baroque to the modern periods in four public concerts a year. May be repeated for credit. Prerequisite: admission by audition. Three rehearsal hours a week.

Credit 1 unit.

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**L27 Music 3341. Jazz Band**

Study of the literature of big band jazz. Concerts presented each semester. May be repeated for credit. Prerequisite: admission by audition. Two and one-half rehearsal hours a week.

Credit 1 unit.

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**L27 Music 335. University Chorus**

A mixed choir drawn from the entire University and St. Louis communities. Repertoire covers music from the Baroque to the present. Concerts at least once a semester. May be repeated for credit. For students with junior or senior standing only. Prerequisite: admission by audition. Two and one-half rehearsal hours a week.

Credit 1 unit.

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**L27 Music 336. University Chorus**

A mixed choir drawn from the University and St. Louis communities. Repertoire covers music from the Renaissance to the present. Concerts at least once a semester. May be repeated for credit. Prerequisite: admission by audition. Two and one-half rehearsal hours a week.

Credit 1 unit.

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**L27 Music 337. Small Chamber Ensembles.**

Students interested in performance of chamber music are organized into various ensembles for weekly coaching sessions. May be repeated for credit. Prerequisite: permission of the department. Special fee applicable. One class hour a week.

Credit variable, maximum 2 units.

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**L27 Music 3371. Chamber Winds**

A group of select woodwind and brass players who form brass and woodwind choirs and smaller ensembles such as quintets and quartets. The weekly rehearsals are coached. The ensembles perform on student recitals and at various campus functions.

Credit 1 unit.

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**L27 Music 3372. Flute Choir**

Weekly rehearsals of flute ensemble literature of many styles, Bach to bop. Developing skills of tone production, technique, intonation, sight reading, and musicianship. One performance per semester required. Prerequisite: admission by audition. Special fee applicable. Two class hours a week.

Credit variable, maximum 1 units.

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**L27 Music 3376. Jazz Combo**

Students are placed in small combos for regular, weekly coaching. May be repeated for credit. Prerequisite: permission of the department. Special fee applicable.

Credit 1 unit.

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**L27 Music 338. Small Chamber Ensembles.**

Students interested in performance of chamber music are organized into various ensembles for weekly coaching sessions. May be repeated for credit. Prerequisite: permission of the department. Special fee applicable. One class hour a week.

Credit variable, maximum 2 units.

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**L27 Music 3381. Chamber Winds**

A group of select woodwind and brass players who form brass and woodwind choirs and smaller ensembles such as quintets and quartets. The weekly rehearsals are coached. The ensembles perform on student recitals and at various campus functions.

Credit 1 unit.

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**L27 Music 3382. Flute Choir**

Weekly rehearsals of flute ensemble literature of many styles, Bach to bop. Developing skills of tone production, technique, intonation, sight reading, and musicianship. One performance per semester required. Prerequisite: admission by audition. Special fee applicable. Two class hours a week.

Credit variable, maximum 1 units.

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**L27 Music 3386. Jazz Combo**

Students are placed in small combos for regular, weekly coaching. May be repeated for credit. Prerequisite: permission of the department. Special fee applicable.

Credit 1 unit.

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**L27 Music 339. Introduction to Conducting I**

Fundamentals of conducting, including the study of transposing instruments and practice in score reading. Prerequisite: permission of instructor.

Credit 2 units.

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**L27 Music 340. Introduction to Conducting II**

Fundamentals of conducting, including the study of transposing instruments and practice in score reading. Prerequisite: permission of instructor.

Credit 2 units.

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**L27 Music 3501. Hot, Cool, and Free: Jazz as Music and Metaphor in the United States**

Same as CFH 350

Credit 3 units. A&S: LA, SD

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**L27 Music 3503. Billie Holiday: American Icon**

Same as AMCS 3503

Credit 3 units. A&S: TH

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**L27 Music 3581. Musica Ebraica: Jewish Identities in Western Music from 1600 to the 21st Century**

Same as JNE 3581

Credit 3 units. A&S: LA, CD BU: HUM

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**L27 Music 3582. Music in Jewish Culture and Society**

Same as JNE 3582

Credit 3 units. A&S: TH, CD

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**L27 Music 3583. The Soundtrack of Israeli History**

Same as JNE 3583

Credit 3 units. A&S: TH, CD

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**L27 Music 361. Piano**

Credit variable, maximum 3 units.

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**L27 Music 3612. Jazz Piano**

Credit variable, maximum 3 units.

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**L27 Music 3613. Fortepiano**

Credit variable, maximum 3 units.

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**L27 Music 362. Piano**

Credit variable, maximum 3 units.

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**L27 Music 3622. Jazz Piano**

Credit variable, maximum 3 units.

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**L27 Music 3623. Fortepiano**

Credit variable, maximum 3 units.

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**L27 Music 363. Harpsichord**

Credit variable, maximum 3 units.

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**L27 Music 364. Harpsichord**

Credit variable, maximum 3 units.

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**L27 Music 365. Organ**

Credit variable, maximum 3 units.

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**L27 Music 366. Organ**

Credit variable, maximum 3 units.

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**L27 Music 367. Woodwinds**

Credit variable, maximum 3 units.

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**L27 Music 367J. Jazz Woodwinds**

Credit variable, maximum 3 units.

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**L27 Music 368. Woodwinds**

Credit variable, maximum 3 units.

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**L27 Music 368J. Jazz Woodwinds**

Credit variable, maximum 3 units.

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**L27 Music 369. Brass**

Credit variable, maximum 3 units.

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**L27 Music 369J. Jazz Brass**

Credit variable, maximum 3 units.

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**L27 Music 370. Brass**

Credit variable, maximum 3 units.

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**L27 Music 370J. Jazz Brass**

Credit variable, maximum 3 units.

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**L27 Music 371. Percussion**

Credit variable, maximum 3 units.

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**L27 Music 371J. Jazz Percussion**

Credit variable, maximum 3 units.

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**L27 Music 372. Percussion**

Credit variable, maximum 3 units.

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**L27 Music 372J. Jazz Percussion**

Credit variable, maximum 3 units.

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**L27 Music 373. Strings**

Credit variable, maximum 3 units.

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**L27 Music 3731. Lute**

Credit 3 units.

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**L27 Music 373J. Jazz Strings**

Credit variable, maximum 3 units.

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**L27 Music 374. Strings**

Credit variable, maximum 3 units.

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**L27 Music 3741. Lute**

Credit 3 units.

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**L27 Music 374J. Jazz Strings**

Credit variable, maximum 3 units.

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**L27 Music 375. Guitar**

Credit variable, maximum 3 units.

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**L27 Music 3754. Jazz Guitar**

Credit variable, maximum 3 units.

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**L27 Music 376. Guitar**

Credit variable, maximum 3 units.

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**L27 Music 3764. Jazz Guitar**

Credit variable, maximum 3 units.

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**L27 Music 377. Voice**

Credit variable, maximum 3 units.

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**L27 Music 378. Voice**

Credit variable, maximum 3 units.

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**L27 Music 3951. Independent Study: Language and Arts**

Supervised independent study in areas in which there are no current course offerings. Student must submit to the department chair an outline of the work to be covered, the number of credit hours requested for the work, and the name of the instructor who will be asked to supervise the work. Class hours variable, depending on credit.

Credit variable, maximum 3 units.

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**L27 Music 3961. Independent Study: Textual and Historical Studies**

Supervised independent study in areas in which there are no current course offerings. Student must submit to the department chair an outline of the work to be covered, the number of credit

hours requested for the work, and the name of the instructor who will be asked to supervise the work. Class hours variable, depending on credit.

Credit variable, maximum 3 units.

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**L27 Music 400. INDEPENDENT STUDY**

Credit 3 units.

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**L27 Music 401. Elementary Technique of Electronic Music**

Individual and small group instruction in "classical" procedures and relevant electronic technology. Practical composition studies to build technique in electronic music. Prerequisite: open to music majors and to others by permission of instructor.

Credit 3 units.

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**L27 Music 402. Advanced Techniques of Electronic Music**

Individual and small group instruction in "classical" procedures and relevant electronic technology. Practical composition studies to build technique in electronic music. Prerequisite: open to music majors and to others by permission of instructor.

Credit 3 units.

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**L27 Music 411. Music of Medieval Period**

An intensive survey of Western monophonic and polyphonic music from the beginnings of Christian chant to circa 1450. Prerequisite: Music 3011 or permission of instructor.

Credit 3 units. A&S: TH FA: AH

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**L27 Music 412. Music of the Renaissance Period**

A survey of music literature from circa 1450 to circa 1600. Prerequisite: Music 3011 or permission of instructor.

Credit 3 units. A&S: TH FA: AH

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**L27 Music 413. Music in the Baroque Era**

An intensive survey of the primary musical forms and styles in 17th-century Italy, France, Germany, and England. Prerequisite: Music 3012 or permission of instructor.

Credit 3 units. A&S: TH FA: AH

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**L27 Music 4131. Music in the Eighteenth Century**

Musical activity in Europe during the 18th century is the subject of this course, which brings the high baroque, gallant, and classical eras into a single narrative. Patronage, publishing, star performers, and highly specific musical publics were central to music-making across the century. How these forces shaped the professional and creative lives of the major 18th-century instrumental and vocal music is surveyed, including works by Corelli, F. Couperin, Vivaldi, Rameau, Telemann, Handel, Hasse, Haydn, Mozart, D. Scarlatti, and several members of the Bach family. Extensive listening assignments and score analysis are supple-

mented by readings drawn from recent scholarship and examination of 18th-century music publishing and other period sources in facsimile. Prerequisite: Music 3012 or permission of instructor.

Credit 3 units. A&S: TH

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#### **L27 Music 414. Music of the Classic Period**

An intensive survey of music literature from ca. 1750 to ca. 1830 with attention to the music of Haydn, Mozart, Beethoven, and some of their predecessors. Prerequisite: Music 3012 or permission of instructor.

Credit 3 units. A&S: TH FA: AH

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#### **L27 Music 415. MUSIC OF THE ROMANTIC PERIOD**

Credit 3 units. A&S: TH

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#### **L27 Music 416. Contemporary Music**

An intensive survey of the most significant moments in 20th-century music in the United States and Europe, focusing on issues of compositional style, performance, and politics. Special emphasis on collaborations between music and other artistic genres, especially the visual arts and dance. Particular attention also paid to primary sources including original recordings. Prerequisite: Music 3013 or permission of instructor.

Credit 3 units. A&S: TH FA: AH

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#### **L27 Music 4221. Introduction to the Analysis of 20th Century Music**

An introduction to theory and analysis of music from the 20th-century repertoire. In-class analysis and individual assignments emphasize aural understanding and tools for modeling pitch structures in post-tonal and 12-tone works. In the latter portion of the course, our focus turns toward works in which pitch structures play a smaller role. Prerequisite: Music 222 (undergraduates) or Music 423 (graduates). Credit 3 credits.

Credit 3 units. A&S: TH

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#### **L27 Music 423. Analysis I**

A study of structural principles underlying music of all periods: motivic usage, melodic shape, varieties of texture and structure with an emphasis on fugue, variation forms, and proportional forms such as rondo and sonata-allegro. Prerequisite: graduate standing or permission of instructor.

Credit 3 units. A&S: TH

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#### **L27 Music 424. Analysis II**

Continuation of Music 423, concentrating on approaches to larger and more complex works of classically tonal music, including 18th-century symphonies and string quartets; late works by Beethoven; chamber music and symphonies of Brahms; and symphonies of Mahler. Prerequisite: Music 423 or permission of instructor.

Credit 3 units. A&S: TH

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#### **L27 Music 425. Counterpoint I**

Concentrated independent study in 16th-century contrapuntal composition. Prerequisite: Music 222.

Credit 3 units.

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#### **L27 Music 426. Counterpoint II**

Concentrated independent study in 18th-century contrapuntal composition. Prerequisite: Music 222.

Credit 3 units.

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#### **L27 Music 427. Selected Areas for Special Study**

In-depth study in areas of special interest. Prerequisite: senior or graduate standing, or permission of instructor.

Credit 3 units. A&S: TH

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#### **L27 Music 428. Selected Areas for Special Study II**

In-depth study in areas of special interest. Prerequisite: senior or graduate standing, or permission of instructor.

Credit 3 units. A&S: TH

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#### **L27 Music 4281. The Italian Madrigal**

The most important musical genre of the late Renaissance, the madrigal, intersects with poetry, theater, and the visual arts, and thus, constitutes an ideal point of entry to early modern Italy. This course explores the stylistic development of the madrigal from its origins in the early 16th century to its demise some hundred years later. The course is structured around close readings of madrigals by Verdelot, Arcadelt, Willaert, Rore, Wert, Marenzio, Luzzaschi, Fontanelli, Gesualdo, and Monteverdi. Secondary readings focus on the relation between words and music; the construction of subjectivity; concepts of mode; theories of chromaticism; and performance practice, framed in the context of 16th-century society and culture. Prerequisite: Music 3011, graduate standing, or permission of instructor.

Credit 3 units. A&S: TH

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#### **L27 Music 429. Composition II**

Concentrated independent work in composition for experienced undergraduate composers. May be repeated for credit. Prerequisite: permission of instructor.

Credit variable, maximum 3 units.

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#### **L27 Music 430. Composition IV**

Concentrated independent work in composition for experienced undergraduate composers. May be repeated for credit. Prerequisite: permission of instructor.

Credit variable, maximum 3 units. A&S: LA

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**L27 Music 435. Chamber 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 per week.

Credit 2 units.

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**L27 Music 436. Chamber 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 per week.

Credit variable, maximum 2 units.

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**L27 Music 437. Piano Pedagogy I**

The study of the fundamentals of teaching from beginning to advanced levels. A syllabus is developed through discussion of lesson plans for each level. The class participates actively in demonstrations.

Credit 3 units.

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**L27 Music 4371. Opera Production**

Intensive training in the principles and techniques of the opera stage. Prerequisites: two years of vocal training and audition, or Drama 343.

Credit variable, maximum 3 units.

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**L27 Music 4372. Voice Pedagogy**

Preparation of participants to train the singing voice through examinations of physical, phonological, neurological, and psychological aspects of vocal function, followed by observation and practice teaching. Prerequisite: permission of instructor.

Credit 3 units.

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**L27 Music 4375. Vocal Literature**

A survey of song literature through listening and performing. Prerequisite: permission of instructor.

Credit 3 units. A&S: TH

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**L27 Music 4376. Opera Literature: Various Composers each semester**

A study of a composer's principal stage masterpieces, with an emphasis on the different genres and theatrical conventions to which they belong, and on the writings for voices. Composer varies each semester.

Credit 3 units. A&S: TH

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**L27 Music 438. Piano Pedagogy II**

The study of the fundamentals of teaching from beginning to advanced levels. A syllabus is developed through discussion of lesson plans for each level. The class participates actively in demonstrations.

Credit 3 units.

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**L27 Music 4381. Literature of the Piano**

Concentrated study of a major piano composer and/or genre (e.g., the piano concertos of Mozart, Chopin's piano works, etc.). Although the approach is primarily analytical, historical and performance practice issues are considered as well. Prerequisite: senior standing, graduate standing, or permission of instructor.

Credit 3 units. A&S: TH

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**L27 Music 4382. Chamber Winds**

A group of select woodwind and brass players who form brass and woodwind choirs and smaller ensembles such as quintets and quartets. The weekly rehearsals are coached. The ensembles perform on student recitals and at various campus functions.

Credit 1 unit.

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**L27 Music 439. Diction I**

Principles of Italian, French, and German pronunciation covered in an interrelated approach; application of these principles to songs. Prerequisite: permission of instructor.

Credit 3 units. A&S: LA

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**L27 Music 440. Diction II**

Principles of Italian, French, and German pronunciation covered in an interrelated approach; application of these principles to songs. Prerequisite: permission of instructor.

Credit 3 units. A&S: LA

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**L27 Music 4533. Symphony Orchestra**

A select ensemble of about 75 players that performs a repertoire from the Baroque to the modern periods in four public concerts a year. May be repeated for credit. Prerequisite: admission by audition. Three rehearsal hours a week.

Credit 1 unit.

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**L27 Music 4534. Symphony Orchestra**

A select ensemble of about 75 players that performs a repertoire from the Baroque to the modern periods in four public concerts a year. May be repeated for credit. Prerequisite: admission by audition. Three rehearsal hours a week.

Credit 1 unit.

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**L27 Music 4535. University Chorus**

A mixed choir drawn from the University and St. Louis communities. Repertoire covers music from the Baroque to the present. Concerts at least once a semester. May be repeated for credit. For students with senior or graduate standing only. Prerequisite: admission by audition. Two and one-half rehearsal hours a week. Credit 1 unit.

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**L27 Music 4536. University Chorus**

A mixed choir drawn from the University and St. Louis communities. Repertoire covers music from the Renaissance to the present. Concerts at least once a semester. May be repeated for credit. Prerequisite: admission by audition. Two and one-half rehearsal hours a week. Credit 1 unit.

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**L27 Music 4537. Small Chamber Ensembles**

Students interested in performance of chamber music are organized into various ensembles for weekly coaching sessions. May be repeated for credit. Prerequisite: permission of the department. Special fee applicable. One class hour a week. Credit variable, maximum 2 units.

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**L27 Music 4538. Small Chamber Ensembles.**

Students interested in performance of chamber music are organized into various ensembles for weekly coaching sessions. May be repeated for credit. Prerequisite: permission of the department. Special fee applicable. One class hour a week. Credit variable, maximum 2 units.

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**L27 Music 4539. Advanced Conducting I**

Advanced training in conducting skills, including opportunities to conduct ensembles on campus. Prerequisite: graduate standing or permission of instructor. Credit 2 units.

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**L27 Music 4540. Advanced Conducting II**

Advanced training in conducting skills, including opportunities to conduct ensembles on campus. Prerequisite: graduate standing or permission of instructor. Credit 3 units.

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**L27 Music 461. Piano**

Credit variable, maximum 3 units.

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**L27 Music 4612. Jazz Piano**

Credit variable, maximum 3 units.

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**L27 Music 4613. Fortepiano**

Credit variable, maximum 3 units.

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**L27 Music 462. Piano**

Credit variable, maximum 3 units.

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**L27 Music 4622. Jazz Piano**

Credit variable, maximum 3 units.

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**L27 Music 4623. Fortepiano**

Credit variable, maximum 3 units.

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**L27 Music 463. Harpsichord**

Credit variable, maximum 3 units.

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**L27 Music 464. Harpsichord**

Credit variable, maximum 3 units.

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**L27 Music 465. Organ**

Credit variable, maximum 3 units.

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**L27 Music 466. Organ**

Credit variable, maximum 3 units.

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**L27 Music 467. Woodwind**

Credit variable, maximum 3 units.

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**L27 Music 467J. Jazz Woodwinds**

Credit variable, maximum 3 units.

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**L27 Music 468. Woodwind**

Credit variable, maximum 3 units.

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**L27 Music 468J. Jazz Woodwinds**

Credit variable, maximum 3 units.

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**L27 Music 469. Brass**

Credit variable, maximum 3 units.

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**L27 Music 469J. Jazz Brass**

Credit variable, maximum 3 units.

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**L27 Music 470. Brass**

Credit variable, maximum 3 units.

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**L27 Music 470J. Jazz Brass**

Credit variable, maximum 3 units.

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**L27 Music 471. Percussion**

Credit variable, maximum 3 units.

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**L27 Music 471J. Jazz Percussion**

Credit variable, maximum 3 units.

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**L27 Music 472. Percussion**

Credit variable, maximum 3 units.

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**L27 Music 472J. Jazz Percussion**

Credit variable, maximum 3 units.

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**L27 Music 473. Strings**

Credit variable, maximum 3 units.

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**L27 Music 4731. Lute**

Credit variable, maximum 3 units.

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**L27 Music 473J. Jazz Strings**

Credit variable, maximum 3 units.

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**L27 Music 474. Strings**

Credit variable, maximum 3 units.

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**L27 Music 4741. Lute**

Credit variable, maximum 3 units.

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**L27 Music 474J. Jazz Strings**

Credit variable, maximum 3 units.

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**L27 Music 475. Guitar**

Credit variable, maximum 3 units.

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**L27 Music 4754. Jazz Guitar**

Credit variable, maximum 3 units.

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**L27 Music 476. Guitar**

Credit variable, maximum 3 units.

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**L27 Music 4764. Jazz Guitar**

Credit variable, maximum 3 units.

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**L27 Music 477. Voice**

Credit variable, maximum 3 units.

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**L27 Music 478. Voice**

Credit variable, maximum 3 units.

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**L27 Music 4991. Senior Project: Musicology or Analysis**

Supervised research in music history or theory culminating in a major paper. Required of Bachelor of Music majors with history or theory emphasis. Prerequisite: senior standing.

Credit 3 units. A&S: TH

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**L27 Music 4992. Senior Project: Performance, Composition, or Theory**

Independent work culminating in a paper, composition, and/or performance. Projects by Bachelor of Music majors with general emphasis must combine work in two or more areas. Prerequisite: senior standing.

Credit 3 units. A&S: LA

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**L27 Music 4993. Honors Project: Musicology or Analysis**

Prerequisites: senior standing, a grade point average of 3.0 or higher and permission of the faculty supervisor, director of undergraduate studies, and the chair of the department.

Credit 3 units. A&S: TH

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**L27 Music 4994. Honors Project: Performance, Composition, or Theory**

Prerequisite: senior standing, a grade point average of 3.0 or higher and permission of the faculty supervisor, the director of undergraduate studies, and the chair of the department.

Credit 3 units. A&S: LA

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**Phone:**

314/935-5581

**Email:**

music@artsci.wustl.edu

**Departmental website:**

<http://music.wustl.edu/>

## Arts & Sciences: Pathfinder Program in Environmental Sustainability

The Pathfinder Program in Environmental Sustainability gives participating students a chance to engage in interactive study of the environment with a small group of motivated undergraduates and a senior faculty member while fulfilling some of the breadth requirements required of undergraduates at Washington University. Through case studies and field trips, students examine the issues surrounding environmental sustainability and the preservation of the environment for future generations. While participating in the Pathfinder program, you may pursue any major in the College of Arts & Sciences. The Pathfinder program supports the concept that taking interrelated courses and learning both analytical and technical skills helps prepare for a Pathfinder-based senior year capstone research experience and prepares one for graduate studies or the work force.

### Professor

#### Raymond E. Arvidson

James S. McDonnell Distinguished University Professor  
Ph.D., Brown University  
(Earth and Planetary Sciences)

There is no major available in this area. The Pathfinder Program in Environmental Sustainability is a four-year program available to entering freshmen. The Program is consistent with a major within any department within the College of Arts & Sciences.

There is no minor available in this area. The Pathfinder Program in Environmental Sustainability is a four-year program available to entering freshmen.

#### L54 Path 201. Land Dynamics and the Environment

Use of case studies such as anthropogenic changes to the Lower Missouri River, effects of mining in the Ozarks, and excessive uses of water in arid terrains in the Southwestern United States to explore key issues associated with environmental sustainability. Scientific concepts related to the dynamics of the environment and development of policies needed to maintain land and resource sustainability. Lectures, discussion sessions, student presentations, appropriate field trips, and interactive computer exercises using simulation models. Prerequisite: admission to the Pathfinder Program in Environmental Sustainability.

Credit 3 units. A&S: NS BU: SCI FA: NSM

#### L54 Path 202. Case Study: Southwestern United States

Issues associated with the Mojave Desert's environmental sustainability. Investigation of the fragile desert environment and its degradation from anthropogenic uses. Politics associated with the Mojave National Preserve. Fieldwork conducted during spring break. Prerequisite: admission to Pathfinder Program in Environmental Sustainability.

Credit 2 units. A&S: SS FA: NSM

#### L54 Path 301B. Case Study: Hawaii

Issues in environmental sustainability and hazards of the Hawaiian Islands. Volcanism, earthquakes, tsunamis, issues related to agricultural encroachment on the subtropical rainforests. Exploration of both scientific and societal contexts. Fieldwork conducted during winter break. Prerequisites: Path 201, Path 202.

Credit 1 unit. A&S: SS BU: SCI FA: NSM

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<b>Departmental website:</b>	<a href="http://wuufs.wustl.edu/pathfinder/">http://wuufs.wustl.edu/pathfinder/</a>



## Arts & Sciences: Performing Arts

Performing arts at Washington University comprise theater, dance, and film and media studies. For a detailed description of the Film and Media Studies program, see the separate section.

### Dance

You may select dance as a major through the Performing Arts Department. This course of study combines intensive studio work in technique and theory of modern dance, ballet, and composition with seminars examining dance as a global phenomenon with forms reflecting culturally specific historical, aesthetic, and anthropological features. The program also includes a broad range of courses such as stagecraft, music resources, improvisation, anatomy for dancers, pedagogy, dance therapy, musical theater dance, world dance forms, jazz and tap. You also may choose to minor in modern dance, ballet, or world music, dance, and theater. The interdisciplinary minor in world music, dance and theater encourages students already interested in the performing arts to explore those outside Euroamerican traditions. A certificate program in somatic studies is offered through the University College division of Arts & Sciences.

When you study dance at Washington University, you learn from faculty members who have professional experience in addition to their academic degrees. You also have the opportunity to study with guest artists in residence who teach master classes and set choreography.

You may audition for the Washington University Dance Theatre, which holds annual auditions for students. If selected, you will appear in faculty- and guest artist-choreographed concerts in Edison Theatre. You also may participate in student choreography productions and drama productions. Each year, students attend the regional American College Dance Conference to adjudicate work, perform, and take master classes.

### Drama

This major combines the historical, cultural, and literary study of theater and performance with a full array of courses regarding theatrical production, including acting, directing, performance art, design (set, costume, lighting, sound), and playwriting.

The theater and performance studies faculty offer courses in theater history, performance studies, and dramatic and performance theory. Majors also may take, for credit, drama-centered courses in such departments as African and African-American Studies, Classics, English, and Asian and Near Eastern Languages and Literatures; several courses in the Film and Media Studies program are cross-listed with Drama. Our courses analyze theater and performance as resonant and significant cultural practices, both historically and currently. Courses combine rigorous critical analysis with attention to the corporeal and material embodiment of actual performance.

In small, individualized classes (capped by a maximum of 16 students) characterized by a high number of weekly contact hours (generally six), professionally and academically experienced faculty teach a rigorous system of production courses. A carefully graduated four-semester sequence in acting culminates in a capstone class for seniors (Acting IV) focused on individual projects. A two-tiered 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 M.F.A. programs, internships, and jobs in regional American theaters, as well as in various professional schools and graduate programs. A nationally recognized program in design and technical theater works students through a structure of costume, scene, lighting, and sound design courses, with several electives on such topics as mask making and baroque costume that are informed by historical and cultural study. A highly successful playwriting program, enriched by the annual A.E. Hotchner Playwriting Competition and annual workshops run by leading American dramaturges, has produced playwrights whose work is now being performed in nationally recognized venues such as Chicago's Steppenwolf Theater.

The culture of performance is abundantly rich at Washington University. The OVATIONS series of Edison Theatre brings professional theater, dance, and music productions to campus, frequently enhanced by workshops especially designed for students. A wide array of student theater groups, with a particular focus on improvisation, provide 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; play going in London and Stratford; and more.

### Chair

#### Robert K. Henke

Professor  
Ph.D., University of California–Berkeley  
(Drama)

### Professors

#### William J. Paul

Ph.D., Columbia University

#### Henry I. Schvey

Ph.D., Indiana University

(Drama)

## Associate Professors

### Mary-Jean Cowell

Ph.D., Columbia University  
(Dance)

### Julia Walker

Ph.D., Duke University  
(Drama)

## Assistant Professors

### Pannill Camp

Ph.D., Brown University  
(Drama)

### Phillip Sewell

Ph.D., University of Wisconsin–Madison

## Professors of the Practice

### Christine Knoblauch-O'Neal

M.A.L.S., Wesleyan University  
(Dance)

### Bonnie J. Kruger

M.F.A., University of Illinois  
(Drama)

## Artist in Residence

### Ron Himes

Henry E. Hampton, Jr. Artist in Residence  
(Drama)

## Senior Lecturers

### David W. Marchant

M.F.A., University of Iowa  
(Dance)

### Jeffery S. Matthews

M.F.A., Virginia Commonwealth University  
(Drama)

### Annamaria Pileggi

M.F.A., Brandeis University  
(Drama)

### Cecil Slaughter

M.F.A., University of Iowa  
(Dance)

### Andrea Urice

M.F.A., University of Virginia  
(Drama)

### William Whitaker

M.F.A., Florida Atlantic University  
(Drama)

## Lecturers

### Angela Bengford

M.F.A., University of Idaho

### Julie Jordan

Ph.D., City University of New York  
(Drama)

### Sean Savoie

M.F.A., University of Cincinnati, College Conservatory of Music  
(Drama)

## Playwright in Residence/Lecturer

### Carter W. Lewis

M.A., University of Oklahoma  
(Drama)

## Professor Emerita

### Annelise Mertz

M.F.A. equivalent, Folkswangschule, Essen, Germany  
(Dance)

The Performing Arts Department offers majors in Dance and in Drama. For the major in Dance, see the Dance page. For the major in Drama, see the Drama page.

## The Minor in World Music, Dance, and Theater

**Required units:** 17

**Required courses:**

Music 1021. Music of the World  
Dance 315. Dance Spectrum

And one of the following:

Chinese 467. The Chinese Theater  
Japanese 446. The Japanese Theater  
Drama 223. Cross-Cultural Women Playwrights  
AFAS 301. History of African-American Theater

**Electives courses:**

Drama 368. Black Theater Workshop III

Music 1271. Introduction to Indian Music  
Music 3022. Native American Musical Traditions  
Music 3021. Music of the African Diaspora  
Dance 305Z. Music Resources for Dance  
Dance 328. Contemporary Dance the Michio Ito Method  
Dance 340. Ballet as Ethnic Dance and Classical Art  
Dance 350. Contemporary Dance Development in Asia  
Dance 235. Dance Doorway to India  
Dance 335. Bharata Natyam as Movement Narrative  
Dance 227. Introduction to Dance of West Africa  
Dance 328. Dance of West Africa: Intermediate

### Additional Information

This is a proposed interdisciplinary minor, drawing on the distinctive methodologies and training inherent in several disciplines. This minor encourages the student already interested in the performing arts to explore those outside Euroamerican 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 Ballet

For the Minor in Ballet, see the Dance page of this Bulletin.

### The Minor in Modern Dance

For the Minor in Modern Dance, see the Dance page of this Bulletin.

### The Minor in Drama

For the Minor in Drama, see the Drama page of this Bulletin.

## Dance

#### L29 Dance 104. Body Conditioning

A complete body conditioning program designed to increase strength and flexibility. Uses some floor barre and Pilates-related floor exercises.

Credit variable, maximum 2 units.

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#### L29 Dance 106E. Introduction to Dance as a Contemporary Art Form

Introduction to dance as a creative art form. Through practical work in the studio, students gain an understanding of the human body as an instrument of expression and of motion as the medium of dance. Technique, analysis and creative work. Not open to majors. May be repeated once for credit.

Credit 2 units. A&S: LA BU: HUM FA: AH

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#### L29 Dance 111. Contemporary Dance for the Male Dancer

For men who may have athletic or other physical kinesthetic skills, but little to no formal dance training. This course is designed to meet the specific needs of the male body in its capacity for dynamic, aesthetic, expressive movement. Introduction to dance as a creative art form using the body as the instrument of expression and motion as the medium of dance. Technique, analysis and creative work.

Credit 2 units. A&S: LA

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#### L29 Dance 120. Yoga and Relaxation Techniques

Systematic introduction to the methods and theory of yoga as a means of stretching, strengthening, energizing and relaxing the body. Incorporates meditation, massage and other release techniques to help sharpen both body and mind. Students should wear comfortable clothing permitting freedom of movement and bring a mat or towel. Related readings assigned. For beginning students of all ages.

Credit 2 units.

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#### L29 Dance 200. Tutorial

Supplementary work at the low-intermediate level in ballet and modern dance and intermediate-advanced work in ballet and modern dance at times to be announced. Prerequisites: sophomore standing and permission of the coordinator of the Dance Division. Credit to be determined in each case.

Credit variable, maximum 6 units. A&S: LA

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#### 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 videotapes expand on theory embodied in the class work and give a historical overview of modern dance in the United States. Attendance at two to three performances required. Prerequisite: some previous dance training or permission of instructor.

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

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#### L29 Dance 202. Theory and Technique of Modern Dance II

A course for students familiar with the basic concepts and technique of modern dance. Emphasis on expanding individual movement versatility with increasing difficulty of choreographic phrase materials. Related readings and videos, some focused on American postmodern dance. Attendance at two to three performances required. Prerequisite: Dance 201 or permission of the instructor.

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

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**L29 Dance 203. Composition I**

Finding personal movement and transforming it into dance. Through a series of class projects the formal elements of composition are introduced. Prerequisite: Dance 201 or permission of the instructor; concurrent registration in a technique class required. Credit variable, maximum 3 units. A&S: LA BU: HUM

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**L29 Dance 208. Composition and Technique**

Introduction to dance composition supported by two technique classes each week at the level appropriate to the individual student. Work on composition assignments outside of class is expected. Prerequisite: Dance 201E or permission of instructor. Credit 4 units. A&S: LA BU: HUM

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**L29 Dance 211. Yoga and Relaxation Techniques II**

A more vigorous yoga discipline incorporating flow series and held postures. This class concentrates on the movement and distribution of energy throughout the body. Prior yoga experience recommended. Credit 2 units. A&S: LA

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**L29 Dance 212E. Introduction to Theater Production**

Same as Drama 212E  
Credit 3 units. A&S: LA BU: HUM

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**L29 Dance 213. Improvisation I**

This course explores the process and art form of creative, expressive, spontaneous dance making. Students learn to move and respond simultaneously in the moment, developing skills of communication, observation, performance and composition in the language of movement. Open to dancers of all levels. Light reading; in class and out of class projects. Credit 1 unit. A&S: LA BU: HUM

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**L29 Dance 221. Fundamentals of Classical Ballet**

Designed for dancers with no previous training or knowledge of the development of ballet in America, a systematic introduction to the ballet technique, including traditional terminology and introductory readings on American Ballet Theatre as a repository for classical and modern ballet repertoire of both American and European choreographers. Attention to basic anatomical concerns and body alignment as well as to the classical movement vocabulary. Prerequisite: none. Credit 2 units. A&S: LA BU: HUM

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**L29 Dance 222. Fundamentals of Classical Ballet**

Designed for dancers with no previous training or knowledge of the development of ballet in America, a systematic introduction to the ballet technique, including traditional terminology and introductory readings on New York City Ballet as a repository for the

choreography of George Balanchine. Attention to basic anatomical concerns and body alignment as well as to the classical movement vocabulary.

Credit 2 units. A&S: LA BU: HUM

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**L29 Dance 223. Topics in Theater: Introduction to the American Musical Theater**

Same as Drama 221  
Credit 2 units. A&S: LA BU: HUM FA: AH

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**L29 Dance 226. Tap Dance: Beginning**

Instruction in basic tap steps and rhythms. Development of varied tap dance styles. Primarily a studio course with some assigned reading. No prerequisite dance training required.

Credit 2 units. A&S: LA

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**L29 Dance 2340. Classical Dances of India**

An introduction to the classical dance of South India in its cultural context. Students learn to appreciate the Bharata Natyam style and to perform its basic movements. May be repeated once for credit.

Credit 2 units. A&S: LA

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**L29 Dance 257. Dance Theater Production**

Experience in technical production. Required stage work includes two studio dance productions. Prerequisite: Dance 212E.

Credit 1 unit. A&S: LA BU: HUM

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**L29 Dance 280. Hip Hop-Jazz**

Hip Hop-Jazz and music video dance combine in this exciting, high-energy course. Students learn elements from each of these dance styles and focus on how they have been adapted into pop culture choreography. This course is designed for students with at least one year of dance training. It is expected that by the end of the course, students will have a greater knowledge of dance and dance terminology and an increased ability to perform set choreography. Primarily a studio course; some related reading assigned. Credit 2 units.

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**L29 Dance 296. Internship**

Students may receive up to 3 units of credit for an approved internship with an organization where the primary objective is to obtain professional experience outside the classroom. Students must file a Learning Agreement with the Career Center, a faculty sponsor and the site supervisor. This must be approved by all three constituencies before proceeding. A final written project is agreed upon between the student and faculty sponsor before work begins, and is evaluated by the faculty sponsor at the end of the internship. Credit variable, maximum 3 units. A&S: LA

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**L29 Dance 297. Fundamentals of Jazz Dance**

This course introduces the basic principles and vocabulary of traditional jazz dance as influenced by American social dances and its relationship to the rise in popularity of jazz music. Both are unique to America and are rooted in African-American and European-American culture. Prerequisite: one year of training in ballet technique or modern dance.

Credit 2 units. A&S: LA BU: HUM

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**L29 Dance 300. Jazz Dance II**

Intermediate-advanced 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 1 unit. A&S: LA BU: HUM

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**L29 Dance 301. Theory and Technique of Modern Dance III**

Technique and related concepts for the intermediate-level student. Greater emphasis on the ability to accurately replicate or individually interpret choreographic material. Related reading and video assignments on contemporary dance developments and attendance at two to three performances required. Variable content; may be repeated for credit in a subsequent semester. Prerequisites: Dance 202 and permission of the instructor.

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

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**L29 Dance 3021. Theory and Technique of Modern Dance IV**

Continuation of Dance 301. Variable content; may be repeated for credit in a subsequent semester. Prerequisites: Dance 301 and permission of instructor.

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

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**L29 Dance 303. Composition II**

A workshop for students with experience in choreography. Study of approaches to dance composition with related improvisation problems. Work outside of studio hours expected. Prerequisites: Dance 203 or 208 and permission of the instructor; concurrent registration in a technique course required.

Credit 3 units. A&S: LA

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**L29 Dance 305Z. Music Resources for Dance**

Analysis of Western (Europe, America), World (Africa, India, Indonesia) and global popular musics. Emphasis on rhythm/form, style/genre, instrumentation, and function/context. Basic music theory: notation, time signatures, subdivisions and polyrhythms. Major composers for dance (Lully, Tchaikovsky, Debussy, Ravel, Stravinsky, Cage, etc.) Introduction to percussion techniques for dance accompaniment using hand drums, drumset and hand-held instruments. Introduction to basic studio techniques including

microphones, recording and editing equipment, and the use of synthesizer and drum machines. Prerequisite: for dance students at the intermediate or advanced level.

Credit 2 units. A&S: LA BU: HUM

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**L29 Dance 307. Costume Design and History**

Same as Drama 307

Credit 3 units. A&S: LA FA: AH

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**L29 Dance 308. Dance Composition Projects**

Choreography juried by dance faculty or supervised choreography on themes assigned by the instructor or formulated by the student and approved by the instructor. Prerequisite: minimum of one semester course work in composition or permission of the instructor.

Credit variable, maximum 3 units. A&S: LA

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**L29 Dance 309. Composition and Technique II**

Continuing work in dance composition supported by two technique classes each week at the level appropriate to the individual student. Work on composition assignments outside of class are expected. Prerequisite: Dance 201, Dance 203 or permission of instructor.

Credit 4 units. A&S: LA BU: HUM

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**L29 Dance 310. Dance Improvisation II**

Continuation of Dance 213. Prerequisites: Dance 213 or permission of instructor; concurrent registration in a dance technique course at the 300 level or higher is required. May be repeated once for credit.

Credit 1 unit. A&S: LA BU: HUM

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**L29 Dance 311. Modern Dance and the African-American Legacy**

This course examines the works of several African-American choreographers and their contributions to the field of modern dance in America. These works, considered modern classics, depict important historical events and reveal cultural influences that people of African descent have impressed upon our society. Through the medium of dance aided by discussions, video and class reading assignments, the choreographers' works are analyzed for form, content and social relevance. Studio work includes technique to support learning the repertory. Prerequisite: one to two years training in modern, jazz or ballet.

Credit 2 units. A&S: LA BU: HUM FA: AH

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**L29 Dance 312. Accompaniment Techniques for Dance**

A wide variety of percussion instruments and techniques are studied to determine what makes effective dance accompaniment. The course includes: examples and discussion of dance musics from Western and non-Western cultures; basic notation of rhythm and form; demonstrations of musical styles and discussion of



social contexts. Students have opportunities to assist in accompanying modern dance classes. Minimum of two to three hours a week of individual practice and/or listening to recordings expected. Credit 2 units. A&S: LA

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#### **L29 Dance 315. Dance Spectrum**

Introductory consideration of dance as a human activity with culturally specific forms and functions. The course material is multicultural and organized both thematically and chronologically. Topics include: dance as ritual and art; dance and politics; dance as reflection and subversion of gender norms; classical Asian dance forms; and a brief overview of the development of Euro-American theatrical dancing, especially ballet and modern dance. Seminar format with emphasis on discussion based on reading and extensive video materials.

Credit 3 units. A&S: TH, CD

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#### **L29 Dance 316E. From Romantic to Postmodern Dance**

An overview of European and American theater dance from the late 19th century to the present. Topics include: Isadora Duncan's work as transition and revolution; Orientalism in early modern dance and the Diaghilev Ballet 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 extensive reading and dance videos.

Credit 3 units. A&S: TH FA: AH

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#### **L29 Dance 319. Stage Lighting**

Same as Drama 310

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

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#### **L29 Dance 321. Classical Ballet: Intermediate I**

A course designed for those with a solid foundation in the fundamentals of ballet technique. Related reading and video assignments; attendance at one to two ballet performances. Variable content; may be repeated in a subsequent semester. Prerequisites: permission of the instructor and B+ or better in Dance 221 and 222.

Credit 2 units. A&S: LA BU: HUM

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#### **L29 Dance 3221. Classical Ballet: Intermediate II**

Special emphasis on the development of adagio, allegro and turn sequences. Variable content; may be repeated in a subsequent semester. Prerequisites: permission of instructor and B+ or better in Dance 221 and 222.

Credit 2 units. A&S: LA BU: HUM

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#### **L29 Dance 323. Topics in Theater**

Same as Drama 321

Credit 3 units. A&S: LA

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#### **L29 Dance 327. Ivory Coast Dance**

A West African dance course specifically focused on the Ivorian dance traditions of the Baule, Bete, Dan, Lobi, Malinke and Senoufo peoples. Students learn the drum rhythms and cultural background of the dances. A studio course with related reading material. Previous training in West African dance recommended.

Credit 2 units. A&S: LA

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#### **L29 Dance 328. Contemporary Dance and the Michio Ito Method**

Primarily a studio course of classes combining contemporary modern dance technique, some balletic barre work, and instruction in the Michio Ito method. Inspired by elements in his own training at the Dalcroze Institute, Ito preceded Martha Graham in developing a systematized approach to modern dance that reflected the artist's individual aesthetic preferences and that played a role in his choreography. The course examines similarities and contrasts between contemporary modern dance training and the Ito method, which emphasizes development of musicality, coordination and performing presence. Some reading and video material and one final project with both written and movement components. Prerequisite: upper-level placement in modern dance, ballet or jazz.

Credit 2 units. A&S: LA

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#### **L29 Dance 329. Contemporary Dance Development in Asia: Aesthetic and Identity**

This class is designed for all levels of undergraduate students. The class provides students with an outline and historical background of contemporary dance development in Asia. The course covers dances from India, Japan, Korea and Southeast Asia, as well as China, Hong Kong and Taiwan. Students read and discuss the issues of identity and aesthetic of contemporary dance and also examine these issues through theories of cultural study, post-colonialism, diaspora, essays on various performances, and dance works related to the topics. This class also helps students get a better understanding of the Asian dance community in the postmodern and globalized world through lectures, observations, demonstrations, practices and discussions. Ideally, students leave this course with a general knowledge of contemporary dance history and the most updated information on these Asian countries.

Credit 3 units. A&S: TH

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#### **L29 Dance 332. MindBody: 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 physiological, bodily underpinnings of thought. Like a person learning to play a musical instrument, one's ability to coordinate the mental and physical aspects of Self toward one's best personal potential is a skill requiring study of strategies and techniques for good practice in "being well." Such ideas and methods are not "new age," but can be traced back through more than a century in the work of investigators such as F.M. Alexander, progressive educator John Dewey, anthropologist Raymond Dart, and many others. Through direct experience and related readings, this class introduces students to "somatic," or "integral" practices — activities that are inherently more effective at developing the aspects of Self in a coordinated and authentically holistic manner. We then learn to apply our understanding to all kinds of activities, both mental and physical, from chores to exercise, from arts to sports, from hobbies to vocations. Some kind of prior movement training (e.g., athletics, martial arts, dance, etc.) is preferable, but not required.

Credit 2 units. A&S: LA

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#### **L29 Dance 340. Ballet as Ethnic Dance and Classical Art**

This course examines the origins and major developments in ballet theory, technique and production practice, emphasizing their relationship to concepts of ethnicity and classicism. Issues considered include: the influence of classic Greco-Roman theater on the themes, aesthetic ideals and theorization of ballet; analysis of ethnic content not only in thematic material but in ballet movement vocabulary and training process; the conscious reformulation in the United States of European ballet as an equally American art form; the expansion of Euro-American "classical ballet" in the work of Balanchine and Tudor; the appropriation of ballet by non-Western countries (such as China and Japan) and its impact on native dance genres; typical construction of the ballet dancer's body and movement, including gender definition, in relationship to a specific ethnic community context. Seminar format with lectures, discussion and video materials. Three five- to seven-page papers and final. No prerequisites.

Credit 3 units. A&S: TH, SD, WI BU: HUM

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#### **L29 Dance 360. MADE in France I: Old Paris/New Europe**

Students are introduced to the city's rich artistic history as well as the world of contemporary movement arts in Europe through two weeks of dramaturgical field research in Paris. With a diversified sampling of performances, museum visits and discussions animated by program faculty, students experience hands-on the rich history Paris has on display. Museums visited include the Musée du Louvre, Musée de la Mode et du Costume, Musée d'Orsay, Centre Georges Pompidou, Musée des Arts et Métiers, Musée Cluny and the Rodin Museum. Museums and live performances serve as our main "books" for this intensive hands-on course. Museum visits and performances are supplemented by readings and assignments on a chosen theme and performance history; and regular seminars with the specific aim of investigating

a variety of dramaturgical approaches that contemporary European directors employ when considering the use of objects, props, costume design, sound design, lighting design and movement. Additionally, students attend several contemporary dance theater performances.

Credit 3 units. A&S: LA

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#### **L29 Dance 361. MADE in France II : Choreography and Construction Collaborations**

Continuing upon the field research carried out in Paris, student work groups begin to concretize their creative projects at a rural retreat center for artists in Burgundy, France. Beginning with a day of intensive introduction to design and construction principles in accordance with the program theme, the design faculty helps students prepare for the "Imagination Fair" presentations that mark the midway point and serve to launch each group's creative process collaboration in Mélisey. After these presentations, students get to work on realizing their choreography and construction projects: the collaborative creation of dances (solos, duos and trios) using a variety of found objects, props, costumes and/or instruments created by dancers and designers for the final production. Each year, in addition to the U.S. teaching faculty, a number of European artists active in their profession offer valuable master classes that coincide with the program theme and help prepare students for their final projects. Work hours are interspersed with French-language meals during which students are encouraged to speak French with the host family and with their peers and teachers. Additional field trips are organized to introduce students to the rich cultural and agricultural heritage of the Burgundy region. Prerequisites: Dance 360 Made in France I: Old Paris/New Europe.

Credit 3 units. A&S: LA

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#### **L29 Dance 372. Advanced American Musical Theater**

Same as Drama 372

Credit 3 units. A&S: LA

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#### **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 to be determined in each case.

Credit variable, maximum 3 units. A&S: LA

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**L29 Dance 401. Theory and Technique of Modern Dance V**

Emphasis on versatility in movement vocabulary and on more complex and intensive technical work with discussion of theory inherent in the studio work. Related reading and projects. Variable content; may be repeated for credit in a subsequent semester. Prerequisite: Dance 302 or permission of the instructor. Credit 3 units. A&S: LA

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**L29 Dance 4021. Theory and Technique of Modern Dance VI**

Continuation of Dance 401 with emphasis on more complex and intensive technical work. Variable content; may be repeated for credit in a subsequent semester. Prerequisites: Dance 401 and permission of the instructor. Credit 3 units. A&S: LA

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**L29 Dance 404. Composition IV**

The exploration of choreographic problems in small and large groups. Prerequisite: completion of Dance 303, senior standing or permission of instructor; concurrent registration in Dance 401 or 4021 recommended. Credit variable, maximum 3 units.

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**L29 Dance 4041. Composition III: Made in France**

The exploration of choreographic problems for small and large groups. Prerequisites: senior standing or permission of instructor; previous registration in Dance 401 or 4021 recommended. Credit variable, maximum 3 units. A&S: LA

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**L29 Dance 414. Advanced Stage Lighting**

Same as Drama 410  
Credit 3 units. A&S: LA

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**L29 Dance 415. High Intermediate Ballet I**

A course designed as preparation for the advanced level. Emphasis on vocabulary review and individual technique assessment, including placement, movement quality and musicality. Related readings and video assignments; attendance at and critical analysis of one to two ballet performances. Variable content; may be repeated in a subsequent semester. Prerequisite: permission of instructor. Credit 2 units. A&S: LA

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**L29 Dance 416. High Intermediate Ballet II**

A course designed for the high intermediate dancer in preparation for Dance 4281/429. Emphasis on placement, movement quality and musicality. Related readings and projects supplement the classical vocabulary. Prerequisites: B+ or better in 221, 222, 321, 322 and/or permission of instructor. Credit 2 units. A&S: LA

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**L29 Dance 418. Variations in the Ballet**

Introduces classical choreography within various ballets. Prerequisites: Dance 321 or 4281 with some pointe training, and permission of instructor. Credit 1 unit. A&S: LA

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**L29 Dance 423. Pointe Technique**

Designed for dancers with a basic foundation in pointe work. Variable content; may be repeated for credit in a subsequent semester. Prerequisites: concurrent registration in Dance 321 or 4281, and permission of instructor. Credit 1 unit. A&S: LA

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**L29 Dance 424. Pointe Technique**

Designed for dancers with a basic foundation in pointe work. Prerequisites: concurrent registration in Dance 321, 322, 4281 or 4291, and permission of instructor. Credit 1 unit. A&S: LA

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**L29 Dance 4281. Classical Ballet III**

Designed for dancers with a solid foundation in beginning and intermediate ballet technique. Related reading, research paper/discussion, video assignments; attendance at one to two ballet performances. Variable content; may be repeated for credit in a subsequent semester. Prerequisites: permission of instructor and B+ or better in Dance 3221 and 415 or 416. Credit 2 units. A&S: LA

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**L29 Dance 4291. Classical Ballet IV**

A course designed for dancers with a solid foundation in beginning and intermediate ballet technique. Variable content; may be repeated for credit in a subsequent semester. Prerequisites: permission of instructor and B+ or better in 3221 and 416. Credit 2 units. A&S: LA

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**L29 Dance 430. Dance Pedagogy**

Introduction to the theory and methods of dance instruction. Primarily focused on teaching modern dance but may also be useful for those interested in teaching ballet or jazz dance. Course work includes readings and discussion of the objectives, components, and organization of a dance class; an introduction to musical terminology and rhythmic analysis; assignments to formulate components and plan classes; ultimately, supervised teaching of entire classes to others in the course. Prerequisites: minimum of two semesters of upper-level course work in dance technique. Credit 2 units. A&S: TH

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**L29 Dance 435. Creative Movement for the Elementary Grades**

This class offers methods for group and individual exploration in movement and discovers its creative possibilities in and out of the classroom. Teachers in the arts, sciences, language and phys-

ical education as well as parents, gather tools to expand the horizons of kinesthetic experience; experiment with concepts of time, space, weight and energy; and integrate a physical component into classroom projects for the elementary grades in an effort to teach the whole student. This is an experiential class; please wear clothes allowing freedom of movement.

Credit 2 units.

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#### **L29 Dance 457. Dance Repertory**

Under the direction of an experienced choreographer, students rehearse and perfect repertory concert dances. All students perform or understudy the choreographies. May be repeated for credit. Enrollment by audition. Prerequisite: concurrent registration in a technique class required.

Credit 1 unit. A&S: LA

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#### **L29 Dance 458. Dance Repertory**

Under the direction of an experienced choreographer, students rehearse and perfect repertory concert dances. May be repeated once for credit. Enrollment by audition. Concurrent registration in a technique class is required.

Credit 1 unit. A&S: LA

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#### **L29 Dance 479. Fundamentals of Sound Design**

Same as Drama 479

Credit 3 units. A&S: LA

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#### **L29 Dance 493. Senior Project**

Specialized project in a selected area in dance. The student works individually under the supervision of a faculty member. Prerequisite: permission of the coordinator of the Dance Division.

Credit variable, maximum 3 units.

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#### **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 average of 3.5 and 3.5 in dance classes; and permission of the coordinator of the dance division.

Credit variable, maximum 6 units.

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## **Drama**

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#### **L15 Drama 115. Freshman Seminar: What is Art?**

Credit 3 units. A&S: LA

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#### **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.

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#### **L15 Drama 2001. Acting**

Independent study.

Credit variable, maximum 3 units.

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#### **L15 Drama 2002. Directing**

Independent study.

Credit variable, maximum 3 units.

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#### **L15 Drama 2003. Technical Theater**

Independent study.

Credit variable, maximum 3 units.

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#### **L15 Drama 2004. Voice, Speech**

Independent study.

Credit variable, maximum 3 units.

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#### **L15 Drama 2005. Literature, Theory, Criticism**

Independent study.

Credit variable, maximum 3 units.

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#### **L15 Drama 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 Theater Ovarions series and the Performing Arts Department.

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

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#### **L15 Drama 214. Public Speaking: Embodied Communication**

The ability to speak well and to communicate effectively in the public forum is an essential skill for all students. This course aims to offer a comprehensive and wide-ranging approach to developing the skills of the contemporary speaker. While acknowledging and utilizing traditional approaches to public speaking, this course expands its reach to include applicable techniques from the world of the Performing Arts — especially theater and dance. The course does not intend to train the student as a dancer or actor, but it maintains that the successful speaker would do well to harness some of the transferable skill sets from these disciplines. The speaker, like the performer, must stand before an audience with an objective to communicate something well. Both should be dedicated advocates for the message. They share the common ground of

requiring a strong voice for a sure delivery of the material, and an expressive physicality willing to fully embody and serve the message.

Credit 3 units. A&S: LA

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**L15 Drama 2151. Introduction to Comparative Practice I**

Credit 3 units.

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**L15 Drama 216C. Introduction to Comparative Practice II: Politics in 20th-Century Theater**

Credit 3 units. A&S: TH FA: Lit

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**L15 Drama 221. Topics in Theater: Introduction to American Musical Theater**

Students are taught basic interpretation of musical theater repertoire. The student learn to analyze and perform songs with regard to melody and musical form. Acting techniques are developed through lyric interpretation. Students also are introduced to basic audition practice and etiquette. Prerequisite: permission of instructor, \$25 lab fee.

Credit 2 units. A&S: LA BU: HUM FA: AH

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**L15 Drama 223. Cross-Cultural Women Playwrights**

This course provides an introductory survey of the work of African-American, Caribbean-American, Asian-American and Native American women playwrights. We explore the playwrights' strategies for creating work that is by turns beautiful, fascinating, humorous, moving and occasionally terrifying as they chart for contemporary theater the intersection of race and gender in performative terms. Playwrights addressed include Adrienne Kennedy, Ntozake Shange, Suzan-Lori Parks, Anna Deavere Smith, Diana Son, Jessica Hagedorn, Cherie Moraga, Wakako Yamauchi, Migdalia Cruz, Spiderwoman Theatre, Marga Gomez and Velina Hasu Houston.

Credit 3 units. A&S: TH, SD BU: BA FA: AH, Lit

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**L15 Drama 227. Playwriting**

Same as E Comp 224

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

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**L15 Drama 228C. Theater Culture Studies I: Antiquity to Medieval**

Required for the drama major. This course takes a performance-centered view of ancient, medieval and early Renaissance theater, as we examine theatrical performance in various historical and cultural contexts. We carefully study dramatic texts written by Aeschylus, Sophocles, Euripides, Aristophanes, Plautus, Marlowe, Shakespeare and Jonson, and we also examine the collaborative theaters of the medieval period (e.g., the Corpus Christi play) and the Italian Renaissance (the commedia dell'arte). With a particular emphasis on ancient Greek theatrical performance, we also study the roles of music, dance, costumes, masks,

props, space, theater architecture, the actor-audience relationship and other phenomena. Whereas no previous acting or technical theatrical experience is required to take the course, we use theatrical performance and production to help us better understand these older, but still quite vital, forms of theater. Particular emphasis is given to acting and moving with masks (central to both ancient Greek theater and the commedia dell'arte). In addition to several written assignments, small groups are assigned the task of researching, reconstructing and performing a lost ancient Greek play based on surviving fragments. This course should be taken before Theater Culture Studies II.

Credit 3 units. A&S: TH BU: HUM FA: AH

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**L15 Drama 229C. Theater Culture Studies II: From Renaissance to Romanticism**

The second course in an interdisciplinary, three-semester sequence that examines Western and non-Western dramatic literature and theater history from its known origins to the present. Students engage plays, treatises, architecture and other primary sources along with select secondary literature on this important period in the formation of theatrical modernism. Course covers theaters of the Baroque, the Spanish Golden Age, the French neoclassical period, the English restoration, 18th-century middle-class drama, the German Romantic period and Edo Japan.

Credit 3 units. A&S: TH BU: HUM FA: AH

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**L15 Drama 230. Topics in Theater**

Explores a variety of special interest topics in theater not included in the Theater Culture Studies sequence. Consult the Course Listings.

Credit 3 units. A&S: LA

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**L15 Drama 232. Freshman Seminar: Theater of War**

War, in its accumulated horrors and victory marches, its drumbeats and screams of the innocent, is something common to all civilizations past and present. However gruesome and senseless war itself may be, the study of artistic responses to war reveals much about the past and about ourselves. This freshman seminar examines artistic responses to war from ancient Greece (Euripides, Aristophanes) through the Vietnam conflict of the 1960s, right up to contemporary theatrical treatments of the present-day war in Iraq. As part of our examination of war onstage, we take special note of the Performing Arts Department's production of Brecht's *Mother Courage*, one of the 20th century's greatest anti-war plays. Because one of our ongoing themes is the relationship between art and propaganda, we broaden our discourse to include the other arts: film, journalism and painting, including poster art and cartoons as well as masterpieces such as Picasso's "Guernica."

Credit 3 units. A&S: TH

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**L15 Drama 239. Performance and Culture**

What does putting on a play have to do with having a wedding? What's the difference between St. Louis sports fans and primates and the St. Louis Zoo? What does the "Mr. WashU" pageant say about the Washington University community? How is a dance concert like a Native American Pow Wow? In this course we explore the vocabulary and concepts of performance studies to address these and other questions. We bring the vital lens of performance to focus on an array of cultural activities through readings, field trips and activities. Three short essays, a mid-term and a take-home final are required.

Credit 3 units. A&S: LA BU: BA

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**L15 Drama 240E. Acting I**

This course offers an opportunity to investigate the nature of the theater by way of performance. Students study a variety of theatrical texts in the most direct and experiential way, by acting in them. The course is designed for those who want to understand the interpretive work of the actor. Students are introduced to the practical work of building a character for the stage, and they also gain an understanding of how dramatic texts work both on the page and on the stage. Textual analysis, movement work, and vocal production skills are developed using monologues, scene work, and exercises. These skills also should provide significant benefits outside the confines of the class itself, in the professional and personal lives of the students taking this class.

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

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**L15 Drama 2503. Introduction to Performance Art**

The focus of this course is on the history, theory and practice of performance art and performance theater. The class engages in exercises that generate text, movement, sound and performance scores. Students create original performances that incorporate contemporary critical concepts. Performance production is supplemented by readings and videos that introduce the history and theory of experimental performance and work by specific performance artists.

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

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**L15 Drama 257. Dance Theater Production**

Same as Dance 257

Credit 1 unit. A&S: LA BU: HUM

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**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.

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**L15 Drama 300. Production Practicum**

Practicum experience in technical theater. Available positions include stage manager; publicist; assistant designer for costumes, scenery or lighting; or crew head of props, sound and makeup design.

Credit variable, maximum 2 units.

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**L15 Drama 304. Make-Up for the Stage**

Introduction to techniques for the alteration of the face through makeup to create convincing illusions of character. Individualized selection and personal application of makeup appropriate to the actor's face. Students are required to purchase a makeup kit.

Credit 2 units. A&S: LA

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**L15 Drama 307. Stage Costumes: Prehistoric to 1800**

Basic presentation of costume design from conception through final renderings, development of drawing and painting techniques for the costume plate, and the history of stage costume in the principal periods and styles of drama from prehistoric periods through 1800.

Credit 3 units. A&S: LA FA: AH

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**L15 Drama 3071. 19th- and 20th-Century Costume Design and History II**

Basic presentation of costume design from initial conception through final renderings. Development of drawing and painting techniques on design projects taken from plays set in the 19th and 20th centuries. History of costume and fashion silhouette are illuminated through slide and video presentation of primary and secondary source materials.

Credit 3 units. A&S: TH FA: AH

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**L15 Drama 309. Stage Technology**

Practical study of technical theater procedures and scene shop; production techniques. Course outline includes lectures, demonstrations of equipment, production assignments and research-oriented project work. Prerequisite: Drama 212E or permission of instructor.

Credit 3 units. A&S: LA

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**L15 Drama 310. Stage Lighting**

This course places an emphasis in the aesthetic practice of lighting design through the understanding of technology as it relates to time and space. Early on the student learns how to properly use and apply designer's tools and then through reading, research and experimentation explore the limitless boundaries of color and texture. This culminates in a stage design in collaboration with



directing or dance class. Upon completion of the course, the student is able to speak eloquently on design theory and be able to move on to further design study in Drama 410 Advanced Lighting Design.

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

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#### **L15 Drama 311M. Scene Design**

An introduction to the process of scene design, as it relates to aesthetics, dramatic literature, collaboration and production. Projects involve design conceptualization, documentation, graphics, and realization. Prerequisite: Drama 212E or permission of instructor.

Credit 3 units. A&S: LA

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#### **L15 Drama 314. Voice-Speech Laboratory**

Fundamentals of speech for the stage, approached through Kristin Linklater's technique of freeing the natural voice. Concentration on breath support, resonance, articulation, and speech as an expression of an individual's needs. Preference given to majors.

Credit 3 units. A&S: LA

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#### **L15 Drama 3201. Concepts in Theater Architecture and Performance Space**

Can a cloakroom or a stairwell become a theater? How do site and placement affect the meaning potential of performance? How does contemporary environmental staging conjure a world different from that of the modern box set, the baroque perspective stage or Shakespeare's Globe? We engage such questions by drawing on theory, history and hands-on creation to examine historical, actual and potential performance spaces. Readings in architectural and dramatic theory, theater history, performance studies and philosophy provide both a critical descriptive vocabulary and a conceptual repertoire for use in creative class assignments — both informing students' investigations of actual theaters or other performance — ready spaces and provoking their creation of experimental performance spaces. Readings cover semiotic, materialist and situationist approaches to space, as well as concepts including site specificity, space vs. place, framing, perspective, miniature, the door, the curtain, the cloakroom and the monument.

Credit 3 units. A&S: TH

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#### **L15 Drama 321. Topics in Theater**

Explores a variety of special interest topics in theater. Consult the Course Listings.

Credit 3 units. A&S: LA

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#### **L15 Drama 3212. Topics in Theater: Management for the Theater**

A practical approach to the study of theater management focusing on organizational skills. This class is centered on the training required to effectively stage manage a theatrical production

with additional training in the field of production management. Workshops, lectures, discussion and guest speakers cover the pre-production, rehearsal and performance periods; labor relations/performing arts unions; career opportunities; and supporting the vision of the artistic team. Prerequisites: Drama 212, Drama 240.

Credit 3 units. A&S: TH

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#### **L15 Drama 3221. Traditions of Italian Theater**

Same as Ital 322

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

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#### **L15 Drama 323. Topics in American Drama**

A rotating topics course on various subjects relating to the history and theatrical practice of modern American drama.

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

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#### **L15 Drama 3301. Performing Gender**

Same as WGSS 3401

Credit 3 units. A&S: LA, SD BU: BA

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#### **L15 Drama 331C. Tragedy**

Same as Comp Lit 331C

Credit 3 units. A&S: TH BU: HUM FA: Lit

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#### **L15 Drama 332. Comedy**

Same as Classics 386

Credit 3 units. A&S: TH BU: HUM FA: SSP

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#### **L15 Drama 338. Physical Theater: An Exploration of Viewpoints and Suzuki Training**

In this course students study two very different but complementary styles of movement training. Developed by the Saratoga International Theatre Institute, this method of actor training combines the improvisational exploration of time and space through "Viewpoints" with the rigid structure and physical demands of the Suzuki method. This combined approach is designed to develop heightened awareness and acute focus in the performer. In addition, it fosters greater impulsiveness and freedom in the moment while maintaining discipline and control. Students gain flexibility and strength and enhance their creative potential by balancing these seemingly opposing methods. Prerequisite: Drama 341 Acting II or Dance 106E Introduction to Dance as a Contemporary Art Form.

Credit 3 units. A&S: LA

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#### **L15 Drama 340. Topics in Stage Movement**

Exploration of a variety of theatrical and movement concepts with emphasis on process rather than product. Concentrates on developing the expressive flexibility of the body and linking the imaginative impulse with physical movement. Preliminary work in relaxation and efficient self-use. Prerequisite: Drama 240E or permission of instructor.



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

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#### **L15 Drama 341. Acting II**

Fundamental scene study using texts with emphasis on integration of voice and body and the playing of actions. Students are encouraged to precede this course with Drama 207C. Prerequisite: Drama 240E. Preference given to majors.

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

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#### **L15 Drama 342. Acting III**

Emphasis on characterization while working with a diversity of playwrighting styles. Prerequisites: Drama 341, either Drama 207C or 208C, and permission of instructor.

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

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#### **L15 Drama 343. Fundamentals of Directing**

The process of play directing from the selection of a script through production. Prerequisites: Drama 212E and 240E and permission of instructor. Preference given to Drama majors.

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

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#### **L15 Drama 347. Shakespeare Globe Program: Acting**

This Acting Shakespeare course is paired with Drama 3472 as part of a four-week summer intensive program held at the Shakespeare's Globe Education Centre in London. This course, as well as the companion Text and History course (Drama 3472), is taught by a Washington University faculty member, and the program also draws heavily on British theater professionals and educators from Globe Education, who teach a set of short courses on movement, voice, textual analysis, historical context, monologue performance and stage combat. Frequent access to the Globe stage allows actors to work in a spatial configuration very similar to that once used by Shakespeare's company itself. The course culminates with performances of scenes and monologues on the Globe stage. Application process must initiate through the Performing Arts Department office.

Credit 3 units. A&S: LA

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#### **L15 Drama 3472. Shakespeare's Birthplace and Workplace: Text and History**

A companion to Drama 347, Acting Shakespeare, this course on the textual, cultural and historical dimensions of Shakespeare's work takes place at the Globe Education Centre in London, including a three-day trip to Stratford-upon-Avon; viewings of seven plays at Shakespeare's Globe, other London theaters and the Royal Shakespeare Theatre in Stratford; and visits to sites in London such as the National Gallery and the British Library. The course is based on close readings of the plays seen by the class in London and Stratford, with special attention to speaking and understanding Shakespeare's language (meter, figurative

language, rhetoric, etc.). The course also examines historical and cultural pressures on Shakespeare's plays, with the rich cultural memories of London continually evoked.

Credit 3 units.

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#### **L15 Drama 3491. Media Cultures**

Same as Film 349

Credit 3 units. A&S: TH BU: BA

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#### **L15 Drama 361. Stage Management**

A practical approach to the study of theater stage management focusing on organizational and communication skills. Workshops, lectures and discussion; guest speakers and field trips covering the pre-production, rehearsal and performance periods; labor relations/performing arts unions; career opportunities; and supporting the vision of the artistic team. Prerequisites: Drama 212E and Drama 240E.

Credit 3 units. A&S: LA

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#### **L15 Drama 365C. Theater Culture Studies III: Melodrama to Modernism**

The third of three historical survey courses in theater and performance studies, this course traces the origins of the modern theater. Beginning with Romanticism's self-conscious break with the past, we study the rise of bourgeois melodrama with its intensely emotional rendering of character and spectacular visual effects. We consider how those effects were made possible by advances in industrial stage technology that reproduced the everyday world with unprecedented realism, and how playwrights responded to those technologies by calling for the theater to become either a "total work of art" that plunged its spectators into a mythical realm, or a petri dish that analytically presented the struggles of the modern individual within his or her modern milieu. Exploring a range of aesthetic modes (including melodrama, Realism, Naturalism, Aestheticism, Symbolism, Expressionism, the Epic theater and the Theatre of the Absurd), we read classic plays by modern playwrights such as Ibsen, Chekhov, Shaw, Pirandello, Brecht and Beckett to consider how the modern theater helped its audiences understand as well as adapt to the rapidly changing conditions of modernity.

Credit 3 units. A&S: TH BU: ETH FA: Lit, SSP

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#### **L15 Drama 367. Introduction to Drafting for the Theater**

This course provides the student with a basic understanding of all of the various types of technical drawings needed to successfully execute a scenic design. Throughout the course the student masters all the technical and aesthetic skills needed to produce clean and effective draftings for the theater. In order to successfully complete this class, the student is required to purchase a drafting board and related drafting materials.

Credit variable, maximum 3 units. A&S: LA

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**L15 Drama 368. Black Theater Workshop III**

A performance-oriented course that explores the black experience through acting, directing and playwriting. Students do short performances during the semester. They also are required to attend three to five plays. Each student must participate in a final performance in lieu of a written final examination.

Credit 3 units. A&S: LA, SD BU: HUM

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**L15 Drama 372. Advanced American Musical Theater**

This course focuses on developing the acting, singing and dancing techniques required for performing in musical theater. The student develops group pieces and participates in scenes that explore character within a musical theater context. The class culminates in a workshop performance. Prerequisites: Drama 221 and permission of instructor, by audition.

Credit 3 units. A&S: LA

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**L15 Drama 373. Issues in Theater and Performance Studies**

Explores a variety of special interest topics in theater and performance studies. Consult the Course Listings.

Credit 3 units. A&S: LA, WI

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**L15 Drama 374. Theories of Modern Drama**

What makes modern drama "modern?" How does it differ from the drama of other cultural movements? When does the modern period begin? This course takes up such fundamental questions in order to examine not only the influential plays that have come to define the "canon" of modern drama, but the various theories that have been proposed as a way of understanding them in relation to the history of Western culture. From Friedrich Nietzsche's *The Birth of Tragedy* to Walter Benjamin's thesis on the Trauerspiel to Emile Zola's *Manifesto on Naturalism* in the theater, we start by considering when modern drama begins and what constitutes its defining features. With such provisional definitions in place, we then engage the responses of fellow modernists such as Richard Wagner, William Archer, T.S. Eliot, Bertolt Brecht, Georg Lukacs and Theodor Adorno. We also consider whether so-called post-modern drama has broken with the modern period to introduce something altogether new, and how recent debates concerning interculturalism, the ideology of form and performance invite new ways of understanding the cultural function of modern drama and its legacy in our own historical moment.

Credit 3 units. A&S: TH

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**L15 Drama 381. MADE in France I: Old Paris/New Europe**

Same as Dance 360

Credit 3 units. A&S: LA

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**L15 Drama 382. MADE in France II: Choreography and Construction Collaborations**

Same as Dance 361

Credit 3 units. A&S: LA

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**L15 Drama 392E. Greek and Roman Drama**

Same as Classics 392E

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L15 Drama 393. The Tragic Muse**

Same as Classics 393

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

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**L15 Drama 3950. American Musical Film**

Same as Film 359

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

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**L15 Drama 395C. Shakespeare**

Same as E Lit 395C

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L15 Drama 400. Theatrical Rendering for Scenery**

An exploration of media and rendering techniques used for presentation of design ideas in scenery. A variety of stage sets, still lifes and figure drawing are rendered during a two-hour studio format with some additional studio time required. Materials are provided by students.

Credit 3 units. A&S: LA

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**L15 Drama 4001. Computer-Assisted Design for the Theater**

This course is an in-depth study of how computers can assist designers in drafting and rendering processes. Primary study is focused on the program Vectorworks. We fully explore the use of this program in development of scenic and lighting design projects from basic line drawings to fully rendered 3-D images. Other programs covered are Autocad, Google Sketch Up, AG132, Photoshop CS3 and some lighting design previsualization software. Projects are centered on theatrical applications and based on students' imaginations.

Credit 3 units. A&S: LA

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**L15 Drama 4010. Israeli Drama**

Same as MHBR 4010

Credit 3 units. A&S: LA, WI BU: HUM, IS

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**L15 Drama 403. Dramaturgical Workshop**

Laboratory course that investigates the increasingly nontraditional structure of theater in contemporary American drama. Plays read, analyzed and explored in class from the point of view of the future writer, actor, director, designer, critic and enlightened audience, while adhering to the playwright's vision. Prerequisite: Drama 343.

Credit 3 units. A&S: LA

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**L15 Drama 4031. Black and White in American Drama**

Same as E Lit 403

Credit 3 units. A&S: TH FA: Lit

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**L15 Drama 404. Topics for Writers: Beckett**

Same as E Lit 404

Credit 3 units. A&S: LA FA: Lit

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**L15 Drama 409. The Modernist Revolution in the Arts**

This course examines the remarkably influential period between 1890 and 1920 in European and American literature and the arts known as Modernism. Our investigation focuses on major literary and artistic movements, including Naturalism, Impressionism, Symbolism, Dada, Surrealism, Futurism and Expressionism. We examine in detail those literary manifestoes that help to illuminate the periods under discussion, as well as the individual works themselves. In addition, we investigate key figures who resisted being identified with any literary or artistic movement or manifesto. Central to our approach in the course is an interdisciplinary perspective. This is particularly important in cases such as Surrealism and Expressionism, which feature many artists who were themselves "Doppelbegabungen" (doubly gifted) and for whom the specific medium of artistic expression was less important than what was being expressed. Among the key figures whose work is discussed are: Ibsen, Strindberg, Zola, Chekhov, Stein, Hemingway, Artaud, Kafka, Brecht, Joyce, Kokoschka, Schiele, Kandinsky and Picasso.

Credit 3 units. A&S: LA

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**L15 Drama 410. Advanced Stage Lighting**

An advanced-level continuation of Drama 310. Emphasis is placed on design aesthetics and their application in a laboratory setting. Students explore color theory, lightboard programming and design analyses as well as execute a variety of finished projects. These projects cover a wide range of production styles and performance venues. Prerequisite: permission of instructor.

Credit 3 units. A&S: LA

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**L15 Drama 412. Advanced Practicum in Technical Theater**

Independent Study. Intensive practical experience in scenic design building and painting; lighting design and installation; costume design, coordination and construction; makeup; and audio production. Prerequisites: Drama 212E, credits on at least two productions, and permission of staff.

Credit variable, maximum 3 units. A&S: LA

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**L15 Drama 4121. Advanced Practicum in Technical Theater: Scene Painting**

Exploration of the skills and traditions of theatrical scene painting in a laboratory setting. Projects involve color theory, basic surface treatment techniques, representational depiction and advanced problems. Realized paint work on Performing Arts production is part of the course. Prerequisite: permission of instructor.

Credit 3 units. A&S: LA

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**L15 Drama 413. Costume Rendering and Design**

An exploration of media and rendering techniques used in producing an effective costume design. Basic figure drawing, proportion, color, concepts, exaggeration and period style. Drawing and painting materials are provided by student.

Credit 3 units. A&S: LA

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**L15 Drama 416. Period Style and Design History**

Examination of period styles as they relate to theatrical design and history. Study of architecture, furniture, props and costumes from Greek to contemporary periods. Prerequisite: Drama 212E.

Credit 3 units. A&S: TH FA: AH

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**L15 Drama 419. Technical Direction: Stage Rigging**

Practicum experience in the skills of technical direction: budgeting, reading blueprints, stage rigging, time management, problem solving. Prerequisite: Drama 212E or permission of instructor.

Credit 3 units. A&S: LA

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**L15 Drama 421. Costume Construction and Design**

Practical techniques in theatrical costume construction, including patternmaking, cutting and draping, and execution of design concepts. Research and design projects culminate in finished period garments and related accessories. Topics explored include corsetry and foundation garments, millinery, mask making, and dyeing and painting. Prerequisite: Drama 307 or permission of instructor.

Credit 3 units. A&S: LA

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**L15 Drama 422A. Film Stardom, Performance and Fan Culture**

Same as Film 422

Credit 3 units. A&S: LA BU: BA

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**L15 Drama 431. English Drama Exclusive of Shakespeare to 1642**

Same as E Lit 431

Credit 3 units. A&S: TH FA: Lit

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**L15 Drama 432. Topics in Renaissance Drama**

Same as E Lit 432

Credit 3 units. A&S: TH FA: Lit

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**L15 Drama 435. Expressionism in the Arts**

A close study of expressionism as an international phenomenon in the arts, from the anti-naturalist movements of the 1890s to Hitler's condemnation of expressionism as decadent. The evolution of expressionist theater from Wedekind to Toller and Kaiser and such composers as Schoenberg and Berg; in the visual arts, such groups as Der blaue Reiter and Die Brucke, such indepen-

dents as Kokoschka; in cinema, such figures as Pabst, Murnau, Von Sternberg and Lang. Prerequisite: Drama 208E, Drama 336 or permission of instructor.

Credit 3 units. A&S: TH FA: AH

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**L15 Drama 436. Seminar in Comparative Drama**

Same as Comp Lit 436

Credit 3 units. A&S: TH FA: Lit

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**L15 Drama 440. Acting IV**

Acting IV synthesizes the student's performance training; creative and scholarly writing skills; and knowledge of dramatic literature. The advanced acting student is encouraged to develop and articulate his/her own aesthetic convictions. The course includes intensive solo performance projects, including writing and performing original monologues. Also, significant emphasis is placed on preparing the student for the work of professional acting, including workshops on audition monologues, head shots, résumés and economic issues. In addition, the students become familiar with various American theater cities, the regional theater system, and prominent working theater artists. The course closes with a public performance of the original, scripted and audition material developed over the semester. Prerequisite: Drama 342.

Credit 3 units. A&S: LA

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**L15 Drama 444. Directing II: Coaching the Actor**

Further study in the fundamentals of directing. Emphasis on the director's work with actors, designers, and a realized metaphorical concept. Prerequisites: Drama 343 and permission of instructor.

Credit 3 units. A&S: LA

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**L15 Drama 445. Seminar**

Rotating upper-level seminar.

Credit 3 units. A&S: LA

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**L15 Drama 447. Seminar in Theater History**

Same as Comp Lit 425

Credit 3 units. A&S: TH FA: Lit

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**L15 Drama 448. The History of Theater Design**

Survey course covering the history of the performance space and the scenic design elements contained within that space. The visual elements and theater architecture of each period are examined in relationship to the art and technology of the time. Prerequisites: Drama 207C or 208C, and Drama 212E.

Credit 3 units. A&S: TH FA: AH

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**L15 Drama 450. Advanced Scene Design**

Advanced projects in scene design including drafting, rendering, model building and conception. Prerequisite: Drama 311M or permission of instructor.

Credit 3 units. A&S: LA

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**L15 Drama 451. Topics in Period Style: Baroque Opera and Neoclassical Style**

An exploration of the dynamic interplay between high Baroque culture and the perceived style of the ancient Greeks and Romans. Primary sources used are paintings, sculpture and renderings for Baroque operas, as well as rare artifacts that 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 theater. Projects include: in class presentations and a research paper or fully realized design project.

Credit 3 units. A&S: LA FA: AH

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**L15 Drama 4511. American Television Genres**

Same as Film 451

Credit 3 units. A&S: TH BU: BA

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**L15 Drama 453. American Drama**

Topics in American Drama.

Credit 3 units. A&S: TH FA: Lit

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**L15 Drama 455. Practicum in Arts Management**

Assigned work and projects under faculty supervision in Washington University's Edison Theater or off-campus cooperating institutions. Prerequisite: permission of instructor.

Credit variable, maximum 3 units.

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**L15 Drama 459. The Filmed Stage Play**

Close textual analyses of stage plays and their film adaptations, examining structural parameters such as space, time point of view, spectator position and performance in the two art forms. Prerequisite: permission of the instructor.

Credit 3 units. A&S: TH

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**L15 Drama 460. The Creative Impulse**

Developed with the director and designer in mind, this course encourages imaginative theater making by developing the student's own sense of creative confidence and ability, by expanding the source options for artistic inspiration, by recognizing and valuing the synergistic properties of transcendent theater making, and by strengthening the collaborative skills essential to the art. The course includes creativity exercises, comprehensive forms of text analysis, exploration of other art forms, cooperative conceptual projects, and field trips to area productions and museums. Students is expected to complete several individual

projects, presentations and research papers, as well as intensive small-group projects. Prerequisite: one of the following courses: Drama 307, 310, 311 or 343.

Credit 3 units. A&S: LA

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#### **L15 Drama 464. Drama and Ritual**

A study of the many relationships between drama and ritual from classical antiquity to the 20th century, concentrating on the Western tradition but treating some non-Western paradigms as well. Examines theories of ritual such as those of Van Gennep and Turner and performance theory that emphasizes the element of ritual, such as that of Richard Schechner. Of concern are dramatic elements in rituals (e.g., Turner's study of Ndembu rituals); the function of drama as civic and/or religious ritual (e.g., ancient Greece, medieval Europe); the incorporation of successful and "maimed" rituals into drama (e.g., Aeschylus, Shakespeare); and 20th-century attempts to reinfuse drama with elements of ritual (Artaud, Grotowski, Schechner, Soyinka).

Credit 3 units. A&S: TH FA: AH, Lit

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#### **L15 Drama 465. The Chinese Theater**

Same as Chinese 467

Credit 3 units. A&S: TH, CD, SD FA: AH

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#### **L15 Drama 466. From Shakespeare to Shepard: Autobiography and the Theater**

From Shakespeare's *The Tempest* to contemporary performance art, some plays are autobiographical or confessional in nature. Controversial examples of dramatizing the self on stage: Ibsen (*The Master Builder*), Strindberg (*The Dance of Death*), Chekhov (*Uncle Vanya*), O'Neill (*Long Day's Journey Into Night*), Williams (*The Glass Menagerie*), Miller (*After the Fall*); contemporary works by Amiri Baraka, Brian Friel, Sam Shepard and Wendy Wasserstein; performance artists/monologists such as Karen Finley or Spalding Gray. Prerequisite: Drama 207E or 208E.

Credit 3 units. A&S: TH FA: Lit

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#### **L15 Drama 469. Topics in Shakespearean Production**

This course examines Shakespeare's comedies in performance. Combining scene work and production history, students gain access to the world of the comedies from a hands-on, theoretical and historical perspective. Prerequisites: Drama 395C or permission of instructor.

Credit 3 units. A&S: LA

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#### **L15 Drama 471. Millinery Design and Construction**

A practical course exploring the basic techniques and different methods of constructing hats and accessories. Students work with a variety of materials including buckram, straw, felt and wire that they purchase. Research and design projects culminate in the construction of several projects in class. Prerequisite: Drama 307 or 421 or permission of instructor.

Credit 3 units. A&S: LA

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#### **L15 Drama 473. Advanced Playwriting**

This course is for writers with writing experience, but not necessarily experience in playwriting. The course explores the relationship between the writer and the page. Exercises dispel any lingering doctrine that presupposes a certain style of writing. Craft enters the course through writing exercises and games. A large percentage of the class is spent writing, the remainder of the time sharing. The informal moments between look at the process beyond the first draft — i.e. the maintaining of "the work" through rewrites, developmental readings, workshops, productions, agents and critics.

Credit 3 units. A&S: LA

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#### **L15 Drama 474. Acting Theories**

This course explores in depth the major theoretical texts on acting and performance theory. Pertinent philosophical texts, dramatic theories, acting systems and methodologies are studied. The survey operates chronologically from early documents on acting (Greek, Roman, Italian Renaissance) through to modern and contemporary documents that inform acting and acting training today (Stanislavsky, Brecht, Grotowski, Meisner, Spolin, Suzuki). Methodologies and practices of select major stage actors are explored as well. In some cases, directing theories that have had major influence on acting theory are examined.

Credit 3 units. A&S: TH

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#### **L15 Drama 478. The Eye of the Mask: A Multicultural History of the Theater through Mask Making and Design**

An exploration of the history of masks used in the theater. Topics include drama of ancient Greece, the ancient No Theater of Japan, the Italian theater of commedia dell'arte, the dance drama of Bali, the Venetian and Mardi Gras Carnival celebrations, and ritual and ceremonial masks of other cultures: Africa, Latin America and Asia, using the instructor's extensive collection of masks as primary research subjects. Projects include: an in-class presentation and research paper with three to five fully realized mask designs are constructed within class and at an additional lab time discussed on the first day.

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

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#### **L15 Drama 479. Fundamentals of Sound Design**

Encompassing both creative and technical aspects of sound in the performing arts, the course gives theoretical knowledge of and practical experience in the following areas: fundamental rules of physics and electronics related to sound, use of standard digital recording studio equipment, "training" of the ear, and basic techniques of sound montage. Students are expected to participate in a variety of conceptual and research-oriented exercises as



well as complete several lab projects. Sound-related work on Performing Arts Department productions may be required. Prerequisites: Drama 212 and permission of instructor.

Credit 3 units. A&S: LA

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**L15 Drama 486. The Theater and Politics: The Politics of War**

This course examines political perspectives on war as seen on the stage from the Greeks to the present day. Beginning with masterpieces such as Aeschylus' tragedy *Agamemnon* and Aristophanes' satirical comedy *Lysistrata*, we consider the political strategies of classical Greek drama. Turning to modern approaches to the subject, we move from Shakespeare (*Troilus and Cressida*, *Coriolanus*) through Brecht (*Mother Courage*) to consider the dramatists' political perspective and its relation to theatrical form. Asking questions about the relationship between art and politics, we consider whether we are entitled to use the same standards in evaluating political theater as we would in discussing other, less engaged works of art. We discuss contemporary political theater in the United States and abroad, including playwright David Rabe's trilogy on the Vietnam war. Finally, the course examines the Arab-Israeli conflict.

Credit 3 units. A&S: TH

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**L15 Drama 487. Theater Culture Studies Seminar**

Rotating upper-level topics course. Topics come from Theater Culture Studies sequence.

Credit 3 units. A&S: TH, WI FA: AH

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**L15 Drama 493. Senior Project**

Specialized study in a selected area in drama. Required of all drama majors not taking Drama 499. Prerequisite: 15 units of advanced work in drama at the 300 or 400 level.

Credit 3 units.

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**L15 Drama 499. Study for Honors**

Prerequisite: senior standing, a cumulative and a major GPA of 3.5, and permission of the chair of the Performing Arts Department.

Credit variable, maximum 6 units.

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**Phone:** 314/935-5858

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**Departmental website:** <http://pad.artsci.wustl.edu/>



## Arts & Sciences: Persian Language and Literature

The Department of Asian and Near Eastern Languages and Literatures offers a major and a minor in Persian. As a major in Persian, students can expect to gain proficiency in the language, study the area's literary and cultural landmarks, and gain familiarity with Near Eastern history and civilizations. As majors, students are expected to maintain a B average in all departmental courses. The prerequisites for a major includes successful completion of the first two levels of language study or its equivalent and one lower-level foundational course: JNE 210C Introduction to Islamic Civilization.

**Language Placement :** Placement tests are required for all students entering our language programs. Students who test into Intermediate Persian 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 intermediate 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 a course below their placement level, are ineligible for retroactive credit units. Students who misrepresent the extent of their background to gain entrance to a course at the elementary or intermediate level will be dropped from that course.

For a list of affiliated faculty, please see the Department of Asian and Near Eastern Languages and Literatures faculty page.

### The Major in Persian Language and Literature

**Total units required:** 47. First- and second-level language study, 20 units, plus 27 upper-level units, no more than 12 of which may be language courses.

#### Required courses:

The prerequisites for a major in Persian include successful completion of the first two levels of language study or its equivalent and one lower-level foundational course: JNE 210 Introduction to Islamic Civilization.

Required upper-level courses for the major include language courses at the third-year or higher levels. Students normally complete four years of Persian, or three years of study in Persian and one year in a second language. All students are expected to maintain a minimum grade of B– in language classes.

In addition, Persian majors must complete 15 units of relevant upper-level literature, culture, and civilization courses, chosen in consultation with their adviser. (Please note that many courses in Near Eastern literatures and cultures can be found under Religious Studies, Comparative Literature, or Jewish, Islamic, and Near Eastern Studies.) Unless a student is writing an Honors

thesis or fulfilling a capstone requirement for a second major, he or she also is required to take the ANELL Senior Seminar during the senior year.

### Additional Information

**Study Abroad:** Students are strongly encouraged to participate in Washington University-approved study abroad programs in Israel, Egypt, and other countries of the Middle East. Study abroad is usually during the junior year and after a minimum of one year of language study at Washington University. Students who participate in Washington University-sponsored and/or -approved overseas programs are normally able to apply most or all of these units to their undergraduate degree, although no more than 9 upper-level units may be applied to the major. However, all transfer of credit is subject to review and approval by the department and the Study Abroad office.

**Transfer Credit:** Normally no more than 6 units of credit earned at an institution other than Washington University (this does not include Washington University-approved study-abroad programs) may be applied to the major, and no more than 3 units toward the minor.

**Senior Honors:** Qualified majors are encouraged to apply for Senior Honors before the end of the junior year. Students wishing to pursue this option need to meet the minimum Honors requirements stated in this Bulletin; have outstanding performance in language work; and satisfactorily complete, during the senior year, Persian 488 (fall) and, if possible, Persian 489 (spring), to be taken in addition to all other departmental requirements. Honors work will be supervised by a three-member departmental Honors Committee composed of a primary adviser and two additional faculty, which plans with each student special language work as needed and an independent Honors research paper in the student's area of academic interest.

### The Minor in Persian Language and Literature

**Units required:** 18–29

**Required courses:** The minor in Persian Language and Literature requires the completion of 18 credits, no more than 12 of which may be in language, and a minimum of 9 units at the 300 level or above. Minimum requirements for the minor include two years of Persian language and the successful completion of at least 9 units of literature/culture courses chosen in consultation with the minor adviser.

### Additional Information

Please note that students must earn a minimum of B– in language courses in order to proceed to the next level. Students who place out of language courses because of previous language training or because they are native speakers of the language must complete

15 units with literature and culture courses as approved by their minor adviser. No more than three units of credit earned at an institution other than Washington University may be applied to the minor. The pass/fail grade option is not allowed for any minor courses. Please also note that no more than 3 units of the required 18 units for the minor may be courses that also are used to satisfy the requirements of a major.

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**L47 Pers 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.

Credit 5 units. A&S: LA BU: HUM, IS

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**L47 Pers 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.

Credit 5 units. A&S: LA BU: HUM, IS

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**L47 Pers 200. Topics in Asian & Near Eastern Languages & Literatures**

Same as ANELL 200

Credit 3 units. A&S: TH, CD BU: BA, HUM, IS

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**L47 Pers 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: Pers 117D or equivalent.

Credit 5 units. A&S: LA BU: HUM, IS

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**L47 Pers 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: Pers 216D or equivalent. Five class hours a week with additional drill or laboratory hours as assigned.

Credit 5 units. A&S: LA BU: IS

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**L47 Pers 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.

Credit 3 units. A&S: LA BU: HUM, IS

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**L47 Pers 317. Advanced Persian II: Readings from Modern Literature**

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 and the use of music, slides and videos continued. Emphasis on developing skills in writing, speaking and understanding Persian. Prerequisite: Pers 316 or equivalent.

Credit 3 units. A&S: LA BU: HUM FA: Lit

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**L47 Pers 390. Lyrics of Mystical Love, East and West**

Same as Comp Lit 390

Credit 3 units. A&S: TH, CD, WI FA: Lit

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**L47 Pers 400. Asian & Near Eastern Languages & Literatures Senior Seminar**

Same as ANELL 400

Credit 3 units. A&S: TH, CD

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**L47 Pers 456. Topics in Classical Persian Literature and Culture**

An in-depth study of literary/cultural concepts, generic patterns or intellectual currents in Persian literature from the 10th to 18th centuries. Persian primary sources compose the bulk of the reading. Each semester, a certain genre, time period, literary/intellectual figure or text forms the main focus. Advanced reading knowledge of Persian required. Prerequisite: senior standing.

Credit 3 units. A&S: TH FA: Lit

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**L47 Pers 457. Topics in Modern Persian Literature and Culture**

An in-depth study of the modern developments in literary/cultural concepts, generic patterns or intellectual currents in Persian literature from 18th century to present. Persian primary sources compose the bulk of the reading. Each semester, a certain genre, time period, literary/intellectual figure or text forms the main focus. Advance reading knowledge of Persian required. Prerequisite: senior standing.

Credit 3 units. A&S: TH FA: Lit

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**L47 Pers 488. Independent Work for Senior Honors**

Prerequisite: senior standing.

Credit 3 units.

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**L47 Pers 489. Independent Work for Senior Honors**

This course to be taken in the spring semester. Prerequisite: senior standing, eligibility for honors and permission of the department.

Credit 3 units.

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**L47 Pers 4972. Guided Readings in Persian**

Prerequisites: senior standing, and permission of the instructor and the department chair.

Credit variable, maximum 3 units. A&S: LA

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**L47 Pers 4982. Guided Readings in Persian**

Prerequisites: senior standing, and permission of the instructor and the department chair.

Credit variable, maximum 3 units. A&S: LA

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**Contact Person:** JoAnn Achelpohl  
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## Arts & Sciences: Philosophy

Philosophy tackles central questions in human life, such as: *What counts as human knowledge? How should I live? What is truth? How is the mind related to the body? What is a just society?* These difficult but fundamental questions are rigorously explored in philosophy, and worked through by drawing on the historical tradition and utilizing careful reasoning. Because philosophers have shaped many of the central ideas on which Western civilization is based, the study of philosophy plays a vital role in a well-rounded liberal arts education.

Philosophy courses at Washington University provide opportunities to gain deeper knowledge of the history of philosophy, from the work of the ancient philosophers Plato and Aristotle through key thinkers such as Descartes and Kant to the present. Students can study the interface between philosophy and other disciplines (such as psychology, environmental studies, women's studies, law, and political science); they also can examine the methods of inquiry and underlying conceptual frameworks of scientific work itself. Courses in logic equip students to think and argue clearly and rigorously, while courses in analytic philosophy allow for the exploration of fundamental questions about knowledge and metaphysics. A variety of courses in ethics, where students can consider different theoretical approaches to current political, social, medical, and environmental problems, are offered.

### Chair

**Christopher Wellman**

Ph.D., University of Arizona

### Professors

**Dennis DesChene**

Ph.D., Stanford University

**Julia Driver**

Ph.D., Johns Hopkins University

**J. Claude Evans**

Ph.D., State University of New York–Stony Brook

**Roger Gibson**

Ph.D., University of Missouri

**John Heil**

Ph.D., Vanderbilt University

**Mark Rollins**

Ph.D., Columbia University

**Roy Sorensen**

Ph.D., Michigan State University

### Associate Professors

**Anne Margaret Baxley**

Ph.D., University of California–San Diego

**Eric Brown**

Ph.D., University of Chicago

**Carl Craver**

Ph.D., University of Pittsburgh

**John Doris**

Ph.D., University of Michigan

### Assistant Professors

**Frederick Eberhardt**

Ph.D., Carnegie Mellon University

**Brett Hyde**

Ph.D., Rutgers University

**Mariska Leunissen**

Ph.D., Leiden University

**Gillian Russell**

Ph.D., Princeton University

**Thomas Sattig**

Ph.D., Oxford University

### Adjunct Professors

**John Bruer**

Ph.D., Rockefeller University

**Linda J. Nicholson**

Susan E. and William P. Stiritz Distinguished Professor of Women's Studies

Ph.D., Brandeis University

### Professors Emeriti

**Robert B. Barrett, Jr.**

Ph.D., Johns Hopkins University

**William H. Gass**

David May Distinguished University Professor Emeritus in the Humanities

Ph.D., Cornell University

**Lucian W. Krukowski**

Ph.D., Washington University

**Jerome P. Schiller**

Ph.D., Harvard University

**Joseph S. Ullian**

Ph.D., Harvard University

**Richard A. Watson**

Ph.D., University of Iowa

**Carl P. Wellman**

Hortense and Tobias Lewin Distinguished University Professor  
Emeritus in the Humanities

Ph.D., Harvard University

## The Major in Philosophy

**Total units required:** 27 units, of which at least 6 units must be at the 400 level, and an additional 15 units must be at the 300 level or above.

Majors are encouraged to take more than this minimum number of courses, especially if they are considering graduate work in philosophy. Majors and minors are encouraged to fulfill the writing-intensive requirement by taking Phil 390 Philosophical Writing. All majors are required to complete a capstone experience in philosophy, either an Honors thesis (Phil 499) or the Philosophy Capstone Course (Phil 3991). Majors who are planning to do graduate work in philosophy should attain at least reading proficiency in German, Greek, Latin, or French.

**Required courses:**

Majors must complete at least one Core Course in each of the three areas below. Students who do not take Phil 390 will be required to take one additional Core Course. The Core Courses, by area, are:

*Contemporary/Analytic Philosophy:* Phil 301G, 306G, 3113, 315, 321G, 3481.

*History of Philosophy:* Phil 347C, 349C, 357C, 3583.

*Value Theory:* Phil 331F, 339F, 340F, 346.

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 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 Focus, the Law and Policy Track, and the Philosophy of Science Track.

### 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 3.5 GPA in the major, a 3.5 GPA in advanced philosophy courses (300 level and above), and a 3.5 overall GPA. For important additional information regarding Senior Honors, consult the web page.

**Study Abroad:** Students can pursue the philosophy major while studying abroad. The department has special study abroad arrangements with University College, London; Kings 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 and the Study Abroad adviser.

## The Minor in Philosophy

**Units required:** 18

Required courses:

You 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:

Phil 301G. Symbolic Logic

Phil 306G. Philosophy of Language

Phil 307. Metaphysics and Epistemology

Phil 315. Philosophy of Mind

Phil 321G. Philosophy of Science

History of Philosophy:

Phil 347C. Ancient Philosophy

Phil 349C. Descartes to Hume

Phil 357C. Kant and 19th-Century Philosophy

Value theory:

Phil 331F. Classic Ethical Theories

Phil 339F. Philosophy of the Arts

Phil 340F. Social and Political Philosophy

Phil 345F. Issues in Applied Ethics

Phil 346. Philosophy of Law

## Additional Information

Minors are encouraged to take the writing-intensive course Philosophical Writing (390). A philosophy minor must receive a grade of C– or above in each course. Many philosophy courses also can be taken as part of a History and Philosophy of Science minor or a Legal Studies minor.

## The Minor in Philosophy of Science

**Units required:** 18

### Required courses:

Phil 301G. Symbolic Logic  
Phil 321G. Philosophy of Science  
Phil 4210. Advanced Philosophy of Science I  
Phil 4211. Advanced Philosophy of Science II

### Elective courses:

#### One course from the following three:

Phil 347C. Ancient Philosophy  
Phil 349C. Descartes to Hume  
Phil 358. Conceptual Foundations of Modern Science

#### One course from the following:

Phil 307. Metaphysics and Epistemology  
Phil 315. Philosophy of Mind  
Phil 390. Philosophical Writing  
Phil 403. Mathematical Logic I  
Phil 404. Mathematical Logic II  
Phil 405. Philosophical Logic  
Phil 4051. Philosophy of Logic  
Phil 4141. Advanced Epistemology  
Phil 4142. Advanced Metaphysics  
PNP 418. Current Controversies in Cognitive Science  
Phil 419. Philosophy of Psychology  
Phil 4210. Philosophy of Neuroscience  
Phil 423. Philosophy of Biology  
Phil 426. Theories and Concepts  
PNP 4332. Cognition and Computation  
Phil 452. Aristotle  
PNP 495. PNP Seminar (with approval of topic)

### 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 are encouraged to develop critical reasoning skills that can be widely applied.

Credit 3 units. A&S: LA, QA BU: HUM FA: SSP

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### L30 Phil 120F. Problems in Philosophy

Introduction to philosophical methods and concepts through an investigation of major issues in Western philosophy such as: what counts as knowledge; truth and belief; the existence of God; the mind-body problem; materialism and idealism; moral theory and concepts of justice. A range of historical and contemporary views on these issues is considered. The aim of the course is to prepare students to think and write about philosophical problems on their own.

Credit 3 units. A&S: TH BU: ETH FA: SSP

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### L30 Phil 125C. Great Philosophers

In this course we focus on some of the most important texts in the history of Western philosophy in order to discuss a wide range of central philosophical problems. We typically consider, for example, the existence of God, the justification of claims to knowledge, and the requirements of a good human life, including the demands of morality. Among the philosophers most likely studied are Plato, Aristotle, Descartes, Hume, Kant, Marx, Nietzsche and Wittgenstein. Our goal is not just to appreciate the genius of some great philosophers but also to grapple with the current philosophical problems they have bequeathed to us.

Credit 3 units. A&S: TH BU: ETH FA: SSP

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### L30 Phil 131F. Present Moral Problems

An investigation of a range of contemporary moral issues and controversies that draws on philosophical ethics and culturewide moral considerations. Topics may include: racism, world hunger, war and terrorism, the distribution of income and wealth, gender discrimination, pornography, lesbian and gay rights, abortion, euthanasia, and capital punishment. The aim of the course is to present diverse points of view regarding these topics and to provide conceptual and theoretical tools that enable the student to make headway in thinking carefully and critically about the issues.

Credit 3 units. A&S: TH BU: ETH FA: SSP

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### L30 Phil 208F. Introduction to Philosophy of Cognitive Science

This course introduces key philosophical issues raised by the advent of cognitive scientific studies of mind. Topics may include: mental imagery, concepts, rationality, consciousness and emotion, language and thought, machine intelligence, robotics, free will.

Credit 3 units. A&S: TH FA: SSP

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**L30 Phil 224. East Asian Philosophies**

Credit 3 units. A&S: TH FA: AH

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**L30 Phil 233F. Biomedical Ethics**

A critical examination, in the light of contemporary moral disagreements and traditional ethical theories, of some of the moral issues arising out of medical practice and experimentation in our society. Issues that might be discussed include euthanasia, genetic engineering, organ transplants, medical malpractice, the allocation of medical resources, and the rights of the patient.

Credit 3 units. A&S: TH BU: ETH FA: SSP

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**L30 Phil 235F. Introduction to Environmental Ethics**

A general survey of current issues in environmental ethics, focusing on problems such as the obligation to future generations, protection of endangered species, animal rights, problems of energy and pollution, wilderness, global justice, and business obligations. Students also learn some ethical and political theory.

Credit 3 units. A&S: TH BU: ETH FA: SSP

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**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: TH BU: HUM FA: AH, SSP

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**L30 Phil 239. Topics in Philosophy and Environment**

Philosophical questions are central to study of the environment. Such questions span many philosophical fields including metaethics, value theory, applied ethics, aesthetics, political philosophy and philosophy of science. Given such a diversity of important questions, this course focuses on a different intersection of philosophy and environment each time it runs. It aims to develop students' understanding of the complex philosophical claims and problems that lie behind environmental values, practices and policies. Examples of topics considered are: wilderness, food and agriculture, and animals.

Credit 3 units. A&S: TH

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**L30 Phil 297. Undergraduate Independent Study**

Prerequisite: permission of the department.

Credit variable, maximum 6 units.

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**L30 Phil 299. Internship in Philosophy**

Students receive credit for a faculty-directed and approved internship. Registration requires completion of the Learning Agreement, which the student obtains from the Career Center and which must be filled out and signed by the Career Center, the site supervisor and the faculty sponsor prior to beginning internship work. Credit

should correspond to actual time spent in work activities, e.g., eight to 10 hours a week for 13 or 14 weeks to receive 3 units of credit; 1 or 2 credits for fewer hours.

Credit variable, maximum 3 units. FA: SSP

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**L30 Phil 301G. Symbolic Logic**

In this course students learn notation that reflects the building blocks of deductive reasoning and facilitates its study. Sentential calculus and quantification theory are developed, emphasizing both their formal properties and their application to arguments. The central concept is validity. Some theoretical questions are considered; the completeness of quantification theory is established.

Credit 3 units. A&S: LA BU: HUM FA: SSP

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**L30 Phil 306G. Philosophy of Language**

A survey of major philosophical problems concerning meaning, reference, and truth as they have been addressed within the analytic tradition. Readings that represent diverse positions on these focal issues are 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.

Credit 3 units. A&S: LA BU: HUM FA: SSP

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**L30 Phil 308. Introduction to Semantics**

Same as Ling 311

Credit 3 units. A&S: LA

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**L30 Phil 310. Contemporary Jewish Thought**

Same as JNE 310

Credit 3 units. A&S: TH BU: ETH FA: Lit, SSP

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**L30 Phil 3101. Topics in Philosophy of Religion**

Same as Re St 3101

Credit 3 units. A&S: TH BU: ETH

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**L30 Phil 3113. Theory of Knowledge**

This course focuses 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 is 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, you should allow time for careful reading and re-reading. Prerequisite: one 100- or 200-level course in philosophy, or permission of instructor.

Credit 3 units. A&S: TH

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### **L30 Phil 315. Philosophy of Mind**

An introduction to philosophical analyses of the nature of mind, especially those developed by contemporary philosophers. The focus is on questions such as the following: What is a mind? How does it relate to a person's brain? How does it relate to a person's body and the external world? Can a mind exist in a very different kind of body (e.g., a computer or a robot)? Does thinking require a language-like code? If so, can nonlinguistic species think? What is it to have a mental image or to experience pain? Prerequisite: one course in philosophy at the 100 or 200 level, or permission of the instructor.

Credit 3 units. A&S: TH BU: HUM FA: SSP

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### **L30 Phil 316. Mind and Morals**

This course explores a number of issues at the intersection of ethics and cognitive science. Possible topics include: Are we rational? Do we know our own thoughts and motivations? Can one believe that one ought to do something without being motivated to do it? Do emotions impair or enhance our ability to reason? How do moral beliefs develop through childhood? Are traits such as intelligence and character unchangeable, and what implications follow if they are (or are not)? Does retaining my identity over time require having the same mind, and, if so, am I the same person now as I was as a child? Are nonhuman animals worthy of moral consideration? If brain activity is determined by causal laws, can we have free will? Prerequisite: one course in philosophy at the 100 or 200 level, or permission of the instructor.

Credit 3 units. A&S: TH BU: ETH FA: SSP

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### **L30 Phil 321G. Philosophy of Science**

Pivotal concepts common to empirical sciences are examined and clarified. These include: explanation, confirmation, prediction, systematization, empirical significance, and the relationship of all these concepts to the structure of scientific theory. Examples may be drawn from both contemporary and historical science, including the social, biological, and physical sciences. Students with a background in science are particularly encouraged to consider this course. Prerequisite: one course in philosophy at the 100 or 200 level, or permission of the instructor.

Credit 3 units. A&S: TH BU: HUM FA: SSP

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### **L30 Phil 327. Philosophy of Religion**

Credit 3 units. A&S: TH

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### **L30 Phil 331F. Classical Ethical Theories**

Intensive readings of great works in the history of ethics, especially by Plato, Aristotle, Hume, Kant and Mill. Topics may include: the sources of moral knowledge; the nature of practical moral judgment; the moral role of emotion and desire; weakness of will; moral

autonomy; and the universality of moral norms. Prerequisite: one course in philosophy at the 100 or 200 level, or permission of the instructor.

Credit 3 units. A&S: TH BU: ETH FA: SSP

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### **L30 Phil 3321. Feminist Philosophy**

This course focuses on vital normative issues of government, community, culture, and interpersonal relationships that bear on women's lives in distinctive ways. We consider diverse topics from varied feminist perspectives. Probable topics include: race/ethnicity and gender; care and justice; varieties of oppression; lesbianism; sexuality; radical democracy; violence against women; and whether philosophical modes of investigation are biased against women.

Credit 3 units. A&S: TH, SD BU: ETH

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### **L30 Phil 335. Topics in Feminist Thought**

Credit 3 units. A&S: TH, SD FA: SSP

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### **L30 Phil 339F. Philosophy of the Arts**

An examination both of general issues that apply to all types of art and of issues specific to particular art forms. For example, what is art? What are the central artistic values: beauty, truth, emotional expressiveness, representational power or something else? Does art have a moral or political function? How can we account for the history of art and for different artistic styles? In regard to selected forms, there are important questions concerning how pictures represent, whether music and dance are forms of "language," and the nature of literary interpretation. Some consideration is given to the relation of psychology and theories of the mind to art. Prerequisite: one course in philosophy at the 100 or 200 level, or permission of the instructor.

Credit 3 units. A&S: TH FA: AH, SSP

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### **L30 Phil 340F. Social and Political Philosophy**

Study of certain fundamental issues concerning government, society and culture. For example: what are the nature and limits of legitimate political authority? Are ordinary human beings capable of governing themselves justly? Do citizens have a duty to obey the state? If so, to what extent, if at all, is that duty grounded in consent or contract? Should the state limit or regulate the personal relationships of citizens, such as marriage, family and sexuality? How should social institutions rectify a history of political or social injustice against oppressed groups? Readings from historical and contemporary sources. Prerequisite: one course in philosophy at the 100 or 200 level, or permission of the instructor.

Credit 3 units. A&S: TH BU: ETH, HUM FA: SSP

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### **L30 Phil 341. Problems of Moral, Legal and Social Ethics**

Credit 3 units. A&S: TH

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**L30 Phil 345F. Issues in Applied Ethics**

Advanced study of a selected topic in applied ethics. Abstract ethical theories and methods are brought to bear on the moral problems that arise in an area of social and professional practice such as medicine, business, law, journalism, engineering, or scientific and humanistic research. Possible topics include: reproductive health care and policy, the just distribution of medical resources, the social responsibilities of corporations, accountability in the media and public office, and the ethics of research on or affecting human subjects. Prerequisites: one course at the 100 or 200 level in applied ethics; or permission of the instructor.

Credit 3 units. A&S: TH BU: ETH FA: SSP

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**L30 Phil 346. Philosophy of Law**

This course first focuses 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 focuses 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 ends with a brief discussion of several problems in legal ethics. Prerequisite: one previous philosophy course or permission of the instructor.

Credit 3 units. A&S: TH BU: ETH FA: SSP

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**L30 Phil 347C. Ancient Philosophy**

An examination of the high-water marks of philosophy in ancient Greece and Rome, focusing primarily on Plato and Aristotle. A wide range of philosophical problems is discussed, including the nature of the good life, the justification of knowledge, and the ultimate nature of mind and world. Attention is paid to how these problems unfolded in their historical context and to how the ancient treatments of them compare to contemporary efforts. Prerequisite: one course in philosophy at the 100 or 200 level or permission of the instructor.

Credit 3 units. A&S: TH BU: ETH FA: SSP

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**L30 Phil 3481. Introduction to Metaphysics**

This course is an introduction to central debates of contemporary analytic metaphysics. Metaphysics is concerned with the nature of the most general kinds of things and the relationship between these things. We discuss the nature of and relationship between properties, material objects, persons, time, space and modality. Prerequisite: one 100- or 200-level course in Philosophy.

Credit 3 units. A&S: TH

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**L30 Phil 349C. Descartes to Hume**

An examination of major philosophical systems and problems in Modern Philosophy as presented in the original writings of the 17th and 18th centuries. Topics may include rationalism and empiricism, idealism, materialism and skepticism, with readings

selected from the continental rationalists Descartes, Spinoza and Leibniz, and from the British empiricists Locke, Berkeley and Hume. Central problems include the mind-body problem, representationalism, and transcendentalism. Prerequisite: one course in philosophy at the 100 or 200 level or permission of the instructor. Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L30 Phil 357C. Kant and 19th-Century Philosophy**

Examination of Kant and 19th-century philosophy. We discuss Kant's "Copernican Turn" in metaphysics and epistemology, as well as his moral philosophy, and we study works of selected 19th-century philosophers such as Hegel, Marx, Mill and Nietzsche. Prerequisite: one course in philosophy at the 100 or 200 level or the permission of the instructor.

Credit 3 units. A&S: TH BU: ETH FA: SSP

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**L30 Phil 358. Conceptual Foundations of Modern Science**

The aim of this course is to present some of the basic concepts underlying modern science. Insofar as many of those concepts first appeared or became predominant in the 17th and early 18th centuries, the course concentrates on primary works from that period. Among the concepts 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 100- or 200-level course in Philosophy.

Credit 3 units. A&S: TH

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**L30 Phil 366. Art and the Mind-Brain**

In recent years, there has been a growing interest in the bearing of cognitive science on the perception and understanding of art. This interest has roots in tradition: historically art, aesthetics, and vision science often have been linked. But the growth of knowledge in cognitive science has opened up new opportunities for understanding art and addressing philosophical questions. The converse is also true. The production, perception and understanding of art are human capacities that can shed light on the workings of the mind and brain. This course considers questions such as: What is art? How do pictures represent? Does art express emotion? Why does art have a history?

Credit 3 units. A&S: TH FA: AH, SSP

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**L30 Phil 371F. Contemporary Continental Philosophy**

An examination of central texts of 20th-century philosophical thought in France and Germany. The work of Hegel and Heidegger is considered, as well as that of thinkers they have influenced such as Adorno, Gadamer and Habermas (in Germany), and Sartre, Foucault, Derrida and Irigaray (in France). These philosophers reject any idea of "pure" knowledge and experience and have reconceptualized human existence and understanding as fundamentally historicized, embodied, and linguistic. A focal question

that this raises is, what does this reconceptualization mean for ideals of humanism? Prerequisite: one course in philosophy at the 100 or 200 level or permission of the instructor.

Credit 3 units. A&S: TH BU: HUM FA: SSP

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### **L30 Phil 375. Existentialism**

The philosophical systems of selected philosophers such as Kierkegaard, Nietzsche and Sartre are examined to determine their historical origins, their ontological and epistemological ramifications, and their relationships to contemporary philosophy. Prerequisite: one course in philosophy at the 100 or 200 level or permission of the instructor.

Credit 3 units. A&S: TH BU: HUM FA: SSP

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### **L30 Phil 378F. Philosophy of Literature**

What is a literary work? Do certain interpretations of literary works (e.g., the author's) have more authority than others? What makes a literary work good? Is the answer to this question culturally relative? Why do we react emotionally to fiction even when we know that it isn't true? What do metaphors teach us about the nature of meaning and thinking? In this course we examine these and other questions. Most of the readings are drawn from philosophy, but we also have occasion to read some fiction, poetry and literary criticism. Prerequisite: one course in philosophy at the 100 or 200 level or permission of the instructor.

Credit 3 units. A&S: TH FA: SSP

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### **L30 Phil 381. Pragmatism**

The focus of this course is the classical pragmatist movement, a cluster of then-highly controversial ideas developed from the 1870s through the 1940s by Peirce, James, Dewey, Meade and C.I. Lewis. Widely regarded as the distinctively American contribution to the history of philosophy, it has been profoundly influential in shaping much subsequent American philosophical theory, especially the work of recent and contemporary analytically oriented philosophers. We concentrate on classical pragmatism in the writings of its early proponents, but pay some attention also to the prominence of pragmatistic elements in the thought of Carnap, Quine, Davidson, Rorty, Putnam and Goodman.

Credit 3 units. A&S: SS

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### **L30 Phil 382. Early 20th-Century Philosophy**

The philosophy of the early 20th century represents a watershed in the history of Western philosophy, as the point when analytic and "Continental" approaches went their separate ways (despite common roots in Kantian philosophy) and also as the point when philosophy of language and philosophy of science emerged as central fields of philosophy. Against the background of the work of Frege, Husserl and the neo-Kantians, this course examines the exchanges among the philosophers of this period (including Russell, Wittgenstein, Moore and the Vienna Circle), which set much of the analytic agenda for the rest of the century on such

topics as meaning, reference, the unity of science, and the fact-value distinction. Prerequisite: one course in philosophy at the 100 and 200 level, or permission of the instructor.

Credit 3 units. A&S: TH FA: SSP

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### **L30 Phil 390. Philosophical Writing**

This seminar has a different topic of central philosophical importance each semester. Significant attention also is devoted to conceiving, researching, writing, revising, critiquing and presenting philosophical essays. Limited to 15 students. Priority is given to philosophy majors and minors who have not yet completed their writing-intensive requirement.

Credit 3 units. A&S: TH, WI BU: HUM

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### **L30 Phil 397. Undergraduate Independent Study**

Credit variable, maximum 6 units.

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### **L30 Phil 3991. Philosophy Capstone Course**

This course focuses either on classic writings from the past century or on contemporary writings that address a major philosophical concern, such as "the meaning of life" or "the concept of self." In either case, the course draws together a variety of philosophical specializations. Must be taken by all philosophy majors who are not writing an honors project. Work for the course typically consists of one written project, one oral presentation, and one commentary on another student's oral presentation. Prerequisites: senior standing, major in philosophy, preference given to those majors not pursuing Honors.

Credit 3 units. A&S: TH

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### **L30 Phil 401. Set Theory**

An introduction to Zermelo-Fraenkel set theory and the foundations of mathematics. A framework is constructed in which standard mathematics can be embedded. Topics include relations, functions, the systems of natural numbers, rationals and reals, finite and infinite sets, ordinals and cardinals, and the axiom of choice and its equivalents. Prerequisite: Phil 301G or equivalent or background in pure mathematics.

Credit 3 units. A&S: TH FA: SSP

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### **L30 Phil 403. Mathematical Logic 1**

A first course in mathematical logic, an introduction to both proof theory and model theory. The structure and properties of first-order logic are studied in detail, with attention to such notions as axiomatic theory, proof, model, completeness, compactness and decidability. Prerequisite: Phil 301G or equivalent or a background in mathematics.

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L30 Phil 404. Mathematical Logic II**

Godel's Incompleteness Theorem: its proof, its consequences, its reverberations. Prerequisite: Phil 403 or a strong background in mathematics.

Credit 3 units. A&S: TH FA: SSP

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**L30 Phil 405. Philosophical Logic**

What the philosophy student needs to know of logic, its techniques and its use as a tool in philosophical analysis. Some attention to the history of the subject and to its metatheory. Prerequisite: previous exposure to formal logic or permission of instructor.

Credit 3 units. A&S: LA FA: SSP

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**L30 Phil 4051. Philosophy of Logic**

This course surveys some important issues in the philosophy of logic. We begin with basic foundational issues in classical logic, including the relation of logic to psychological reasoning and Tarski's definition of logical consequence, and gradually go on to consider the motivations and status of well-known extensions (sometimes regarded as "neo-classical" logics) such as modal logics and second-order logic. In the last weeks of the course, we examine some outright challengers, including intuitionistic and paraconsistent logics. After evaluating the arguments for and against these challenges, we examine one recent, controversial view — logical pluralism — which suggests that we might not need to choose among the rival systems. Many of the readings for this course are classics of contemporary philosophy, and the subject is likely to be of especial interest to students who have interests in logic and in the philosophy and foundations of mathematics and language. Some of the important ideas in the course presuppose at least a basic acquaintance with formal logic, and hence either Phil 100 or Phil 301 (or permission of the instructor) are prerequisites. Prerequisite: Phil 100 or Phil 301, or permission of the instructor.

Credit 3 units. A&S: TH

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**L30 Phil 4061. Topics in the Philosophy of Language**

Focus on the work of a single philosopher of language such as Carnap, Chomsky, Foucault or Kripke, or on a central topic such as the theory of reference, the theory of meaning, or the problem of cross-cultural translation. Prerequisite: one course in epistemology, philosophy of language or analytic philosophy, or permission of instructor.

Credit 3 units. A&S: TH

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**L30 Phil 4065. Advanced Philosophy of Language**

An advanced-level treatment of basic topics in the philosophy of language as this discipline is understood in the analytic tradition. The main positions and the problems they pose are surveyed; focal themes include meaning, reference and truth. The aim of the course is to help students develop effective expository techniques

and to provide them with the necessary conceptual resources to analyze and criticize different theoretical views. Prerequisite: one course in philosophy at the 300 level, graduate standing or permission of the instructor.

Credit 3 units. A&S: LA FA: SSP

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**L30 Phil 410. Theories of Perception**

A consideration of recent work in philosophy and cognitive science on the nature of perception and its contribution to thought, knowledge and behavior. Special attention is paid to two questions: To what extent can perceptual experience be changed through learning? In what sense do perceptual states have content? Discussion includes 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. Prerequisite: one course in philosophy at the 300 level, graduate standing or permission of instructor.

Credit 3 units. A&S: TH FA: SSP

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**L30 Phil 4141. Advanced Epistemology**

Competing theories of knowledge and belief justification are considered. Careful attention is given to selected problems such as skepticism, certainty, foundations, coherence, perception, induction. Prerequisite: one course in philosophy at the 300 level, graduate standing or permission of the instructor.

Credit 3 units. A&S: TH FA: SSP

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**L30 Phil 4142. Advanced Metaphysics**

Through readings from both classical and contemporary sources, a single traditional metaphysical concern is made the subject of careful and detailed analytic attention. Possible topics include such concepts as substance, category, cause, identity, reality and possibility, and such positions as metaphysical realism, idealism, materialism, relativism and irrealism. Prerequisite: one course in philosophy at the 300 level, graduate standing or permission of the instructor.

Credit 3 units. A&S: TH FA: SSP

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**L30 Phil 416. Aesthetics**

The philosophical and methodological questions raised by connectionist approaches to natural language processing discussed. Focusing on the issues of representation and learning, the psychological reality of rule-based grammars is addressed as well as the idea of an innate universal grammar. In addition, the seminar involves hands-on experience with the simulation of natural language processing in connectionist networks. Prerequisite: 6 units in philosophy or permission of instructor.

Credit 3 units.

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**L30 Phil 418. Current Controversies in Cognitive Science**

Same as PNP 418



Credit 3 units. A&S: TH

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### **L30 Phil 419. Philosophy of Psychology**

An investigation of the philosophical presuppositions and implications of various traditions in psychology, including behaviorism, Gestalt and cognitivism, with a special emphasis on the development of the information processing approach of contemporary cognitivism. The conception of psychological phenomena, data and explanation central to each of these traditions are examined, and typical topics include the debates between propositional and imagistic models of representation, different accounts of concepts and categorization, and the relation of psychology to ethics. Prerequisite: one previous course in philosophy at the 300 level, graduate standing or permission of the instructor.

Credit 3 units. A&S: TH FA: SSP

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### **L30 Phil 4202. Contemporary Feminisms**

Same as WGSS 420

Credit 3 units. A&S: TH, SD FA: SSP

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### **L30 Phil 4210. Advanced Philosophy of Science I: Observation and Experiment**

This course will vary in topics related to philosophy of science from semester to semester. Prerequisite: one course in philosophy at the 300 level, graduate standing or permission of the instructor.

Credit 3 units. A&S: TH FA: SSP

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### **L30 Phil 4212. Philosophy of Neuroscience**

This course focuses on the historical roots of neuroscience as well as its contemporary developments. Topics include: (1) the nature of explanatory strategies in neuroscience; (2) the relation between neuroscience research and higher-level disciplines such as psychology; and (3) the epistemology of the investigatory tools of neuroscience. Prerequisite: one previous course in Philosophy at the 300 level, graduate standing or permission of the instructor.

Credit 3 units. A&S: TH FA: SSP

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### **L30 Phil 4220. Advanced Philosophy of Science II: Causation, Probability and Induction**

This advanced course focuses on causal and statistical inference. How can we discover causal relations? How can we distinguish causal relations from mere correlations? Can we discover causal relations without performing experiments? Exploring these questions requires an investigation of the relationship between causality and probability, a critical assessment of the assumptions involved in causal inference and an examination of possible interpretations of the fundamental concepts. The course discusses how modern approaches to causal inference address the traditional problems related to induction and confirmation. This course will vary in topics related to philosophy of science from semester to semester. Prerequisite: completion of Phil 321 Philosophy of Science, graduate standing or permission of the instructor.

Credit 3 units.

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### **L30 Phil 423. Philosophy of Biological Science**

This course examines a number of theoretical, conceptual, and methodological issues that arise in the attempts of biologists to explain living systems. One sort of problem concerns the relation between biology (and biological descriptions and explanations) and physics and chemistry. Biological phenomena often have 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 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 nonselectionist explanations have recently been put forward. We consider the arguments for the synthetic theory and these alternatives.

Credit 3 units. A&S: TH FA: SSP

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### **L30 Phil 426. Theories of Concepts**

Concepts are the building blocks of thought. They are implicated in just about every cognitive task. Beyond that, there is little consensus. What information do concepts encode? How are they acquired? How are they combined to form thoughts? How are they related to perception and imagery? Each of these questions has been answered in numerous ways. In this course, we explore competing theories of concepts that have been proposed by philosophers, psychologists and other cognitive scientists. No prior acquaintance with these issues is required. Prerequisite: one previous course in philosophy at the 300 level, graduate standing or permission of the instructor.

Credit 3 units. A&S: TH FA: SSP

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### **L30 Phil 4310. 20th-Century Metaethics**

An examination of metaphysical and epistemological issues in ethics. Topics include: the nature of the good and the right, the meaning of ethical terms, the logic of moral argument, and the status of moral knowledge. We consider philosophical works written since 1900 by such authors as Moore, Ross, Stevenson, Ayer, Foot, Hare, Brink, Harmon, Blackburn and McDowell. Prerequisite: one previous course in philosophy at the 300 level, graduate standing or permission of the instructor.

Credit 3 units. A&S: TH FA: SSP

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**L30 Phil 4315. Normative Ethical Theory**

An exploration of the three major normative ethical theories debated by philosophers in the past 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. Prerequisite: one course in philosophy at the 300 level, graduate standing or permission of the instructor.

Credit 3 units. A&S: TH FA: SSP

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**L30 Phil 4320. British Moralists**

An investigation of the work of the great British moral philosophers of the 17th to 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. Prerequisite: one course in philosophy at the 300 level, graduate standing or permission of the instructor.

Credit 3 units. A&S: TH FA: SSP

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**L30 Phil 4332. Cognition and Computation**

Same as PNP 4332

Credit 3 units. A&S: SS

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**L30 Phil 438. Aesthetics**

A careful consideration of selected issues regarding the experience of visual art, architecture, music or literature as well as of the power or beauty of nature, people and artifacts. For example, is there a special form of aesthetic experience or aesthetic attitude? In what do aesthetic power and beauty consist? Are they different in art and nature? Do the artists' intentions matter? Some central concerns are: how do visual art and literary texts have "meaning," what role do the viewer's or reader's interpretations play, and how might recent work in cognitive science and social theory shed light on these issues? Prerequisite: one course in philosophy at the 300 level, graduate standing or permission of the instructor.

Credit 3 units. A&S: TH FA: AH, SSP

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**L30 Phil 4400. Advanced Social and Political Philosophy**

A selective investigation of one or two advanced topics in the philosophical understanding of society, government and culture. Readings may include both historical and contemporary materials. Possible topics include: liberalism, socialism, communitarianism, citizenship, nationalism, cosmopolitanism, social contract theory, anarchism and the rights of cultural minorities. Prerequisite: one course in philosophy at the 300 level, graduate standing or permission of the instructor.

Credit 3 units. A&S: TH FA: SSP

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**L30 Phil 442. Social and Political Philosophy**

Credit 3 units. A&S: TH

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**L30 Phil 445. Topics in Philosophy of Law**

Selected concepts and problems in the philosophy of law. Special attention to their explication and resolution in terms of classical and contemporary theories of the nature of law. Prerequisite: senior standing or permission of instructor.

Credit 3 units. A&S: TH

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**L30 Phil 446. Philosophy of Law**

This course considers such topics as: the nature of law and its relationship to systems of norms; the legal enforcement of morals; and the nature of harm and its role in punishment. We consider such theorists as: John Stuart Mill, Patrick Devlin, H.L.A. Hart, Joel Feinberg, Michael Moore and Ronald Dworkin. Prerequisite: senior standing or permission of instructor.

Credit 3 units.

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**L30 Phil 4461. The Rule of Law**

Credit 3 units. A&S: TH

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**L30 Phil 447. Topics in Metaphysics**

Persons, time and consciousness. The course surveys a number of related issues about personal identity. What are persons? Do persons really exist? Are persons metaphysically different from tables and chairs? How do persons persist over time, if at all? Does consciousness have a special role to play in determining personal identity? Does consciousness have a certain unity?

Credit 3 units. A&S: TH

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**L30 Phil 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. Prerequisite: one course in philosophy at the 300 level, graduate standing or permission of the instructor.

Credit 3 units. A&S: TH FA: SSP

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**L30 Phil 452. Aristotle**

This course offers a maximally full and detailed introduction to the works of Aristotle. His logic, natural philosophy, psychology, metaphysics, ethics and political philosophy are discussed, and stress is laid on the interpretive problems facing contemporary philosophers seeking to understand Aristotle's achievement. Prerequisite: one course in philosophy at the 300 level, graduate standing or permission of the instructor.

Credit 3 units. A&S: TH FA: SSP

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### **L30 Phil 4530. Hellenistic Philosophy**

The Hellenistic Age, traditionally dated from the death of Alexander and his (Macedonian) Empire at 323 BCE to the birth of Augustus' (Roman) Empire in 31 BCE, gave the West three of its most innovative and influential schools of philosophy: Epicureanism, Skepticism and Stoicism. This course investigates the central features of their thought. Special attention is paid to the still-relevant debates between the Stoics and Skeptics about the possibility of knowledge, to the disagreements among all three schools about the issues of freedom, responsibility and determinism, and to their ethical theories. Prerequisite: one course in philosophy at the 300 level, graduate standing or permission of the instructor.

Credit 3 units. A&S: TH FA: SSP

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### **L30 Phil 4550. Continental Rationalism**

A rationalist is a philosopher for whom at least one certain truth is inborn or comes from reason rather than from empirical or sensory experience. The major systemic writings of Descartes, Spinoza and Leibniz are examined with a focus on the question: does the epistemology determine the ontology of these philosophical systems or vice versa? The lines of development connecting these philosophers are traced, and such enduring problems as the relation of mind to body are examined. Prerequisite: one course in philosophy at the 300 level, graduate standing or permission of the instructor.

Credit 3 units. A&S: TH FA: SSP

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### **L30 Phil 456. Empiricist Philosophies**

Major writings of Locke, Berkeley, Hume and others are read and discussed for the purpose of discerning interrelations between ontological and epistemological principles. The stress is on problems that are crucial in the history of Western philosophy. Prerequisites: 6 units in philosophy or permission of instructor.

Credit 3 units.

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### **L30 Phil 4570. Kant's "Critique of Pure Reason"**

An in-depth investigation of Kant's *Critique of Pure Reason*, one of the most important books in the history of Western philosophy. Some supplementary readings from other philosophers are used to situate Kant's work in a systematic and historical context, to present some Kantian positions in current philosophy, and to bring in some important contrasting views and criticisms. Prerequisite: one course in philosophy at the 300 level, graduate standing or permission of the instructor.

Credit 3 units. A&S: TH FA: SSP

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### **L30 Phil 4575. Kant and Kantian Practical Philosophy**

An in-depth examination of Kant's practical philosophy: his moral and political theory. Readings include the *Critique of Practical Reason*, parts of the *Metaphysics of Morals*, *Perpetual Peace*

and other writings. Supplementary readings are used to situate Kant's work in its systematic and historical context, to provide orientation in the world of Kant scholarship, and to introduce important contrasting views and criticisms. We also discuss recent reformulations of Kantian themes in the works of contemporary philosophers. Prerequisite: one course in philosophy at the 300 level, graduate standing or permission of the instructor.

Credit 3 units. A&S: TH FA: SSP

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### **L30 Phil 464. Advanced Continental Philosophy**

A study of selected texts by such major figures of 20th-century continental philosophy as Husserl, Heidegger, Merleau-Ponty, Sartre, de Beauvoir, Levinas, Habermas, Foucault, Derrida and Irigaray. Such topics as phenomenology, hermeneutics, existentialism, critical theory, structuralism and post-structuralism are investigated. Prerequisite: one course in philosophy at the 300 level, graduate standing or permission of the instructor.

Credit 3 units. A&S: TH FA: SSP

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### **L30 Phil 465. Topics in the History of Philosophy**

Study of individual philosophers or themes from the ancient, medieval and/or modern periods. Examples: Spinoza, St. Thomas Aquinas, neo-Platonism, universals in ancient and medieval thought, ancient and modern theories of space and time. Prerequisites: 6 units in philosophy or permission of instructor.

Credit 3 units. A&S: TH

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### **L30 Phil 4751. Intellectual History of Feminism**

Same as WGSS 475

Credit 3 units. A&S: TH FA: Lit

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### **L30 Phil 484. Topics in Analytic Philosophy**

Focus on the work of a single contemporary analytic philosopher such as Davidson, Putnam or Strawson, or a central problem area such as epistemological relativism or the problem of the identity of physical objects. Prerequisite: one course in epistemology, philosophy of language or analytic philosophy, or permission of instructor.

Credit 3 units. A&S: TH

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### **L30 Phil 497. Undergraduate Independent Study**

Prerequisite: permission of the department.

Credit variable, maximum 6 units.

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### **L30 Phil 499. Study for Honors**

Prerequisites: senior standing, a 3.5 minimum grade point average overall, a 3.5 minimum grade point average in philosophy courses, and the permission of the department. Applications and further information are available in the Department of Philosophy. See further: [artsci.wustl.edu/~philos/undergrad/honors.html](http://artsci.wustl.edu/~philos/undergrad/honors.html).

Credit 3 units. A&S: TH FA: SSP

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**Phone:** 314/935-6670  
**Email:** [kmount@wustl.edu](mailto:kmount@wustl.edu)  
**Departmental website:** <http://philosophy.artsci.wustl.edu/>

## Arts & Sciences: Philosophy– Neuroscience–Psychology

Philosophy–Neuroscience–Psychology (PNP) is an interdisciplinary program that provides an opportunity to examine the mind from multiple perspectives. If you choose to major in PNP, you will learn to bring some of the newest findings in science to bear on some of the oldest questions in philosophy; equally important, you will see new questions emerge and learn to pursue those as well. Examples include: Is the mind–brain a single entity, or does having a mind involve something over and above the activity of a brain? What assumptions are made by cognitive psychologists when they divide mental activity into separate processes and use response times or other measures of task performance to describe those processes? What assumptions are made by neuroscientists when they use imaging techniques to determine where in the brain a cognitive process is carried out? What are we to make of Chomsky's claim that language is an innate mental organ designed to generate an infinite number of sentences? As a PNP major, you will seek answers to questions such as these in courses offered by PNP and PNP's affiliated departments.

### Director

#### John Heil

Professor  
Ph.D., Vanderbilt University  
(Philosophy and Philosophy–Neuroscience–Psychology)

### Endowed Professors

#### John Baugh

Margaret Bush Wilson Professor in Arts & Sciences  
Ph.D., University of Pennsylvania  
(African and African-American Studies, American Culture Studies, Anthropology, Education, English, and Psychology)

#### Pascal R. Boyer

Henry Luce Professor of Collective and Individual Memory  
Ph.D., University of Paris–Nanterre  
(Anthropology and Religious Studies)

#### Steven E. Petersen

James S. McDonnell Professor of Cognitive Neuroscience  
Ph.D., California Institute of Technology  
(Neurology, Neurological Surgery, and Psychology)

#### Henry L. Roediger, III

James S. McDonnell Distinguished University Professor  
Ph.D., Yale University  
(Psychology and American Culture Studies)

#### Rebecca Treiman

Burke and Elizabeth High Baker Professor of Child Developmental Psychology  
Ph.D., University of Pennsylvania

(Psychology)

#### David C. van Essen

Edison Professor of Neurobiology  
Ph.D., Harvard Medical School  
(Anatomy and Neurobiology)

#### James V. Wertsch

Marshall S. Snow Professor in Arts & Sciences  
Ph.D., University of Chicago  
(Anthropology, American Culture Studies, Education, and International and Area Studies)

### Participating Faculty

#### Richard A. Abrams

Professor  
Ph.D., University of Michigan  
(Psychology)

#### David A. Balota

Professor  
Ph.D., University of South Carolina  
(Psychology)

#### Deanna M. Barch

Professor  
Ph.D., University of Illinois  
(Psychology)

#### Joe Barcroft

Associate Professor  
Ph.D., University of Illinois at Urbana–Champaign  
(Romance Languages and Literatures)

#### Cindy Brantmeier

Associate Professor  
Ph.D., Indiana University  
(Romance Languages and Literatures and Education)

#### Todd S. Braver

Professor  
Ph.D., Carnegie Mellon University  
(Psychology)

#### John Bruer

Adjunct Professor  
Ph.D., Rockefeller University  
(Philosophy)

#### Carl F. Craver

Associate Professor  
Ph.D., University of Pittsburgh

(Philosophy and Philosophy–Neuroscience–Psychology)

**Dennis Des Chene**

Professor  
Ph.D., Stanford University  
(Philosophy and Interdisciplinary Project in the Humanities)

**Janet M. Duchek**

Associate Professor  
Ph.D., Washington University  
(Psychology)

**Leonard S. Green**

Professor  
Ph.D., State University of New York–Stony Brook  
(Psychology)

**Larry L. Jacoby**

Professor  
Ph.D., Southern Illinois University–Carbondale  
(Psychology)

**Joseph L. Price**

Professor  
D.Phil., Oxford University  
(Anatomy and Neurobiology)

**Marcus E. Raichle**

Professor  
M.D., University of Washington  
(Radiology)

**R. Keith Sawyer**

Associate Professor  
Ph.D., University of Chicago  
(Education and Psychology)

**Mitchell S. Sommers**

Professor  
Ph.D., University of Michigan  
(Psychology)

**Paul S. G. Stein**

Professor  
Ph.D., Stanford University  
(Biology)

**Desirée A. White**

Associate Professor  
Ph.D., Washington University  
(Psychology)

**Jeffrey M. Zacks**

Associate Professor  
Ph.D., Stanford University  
(Psychology)

**Core Faculty**

**Carl F. Craver**

Associate Professor  
Ph.D., University of Pittsburg  
(Philosophy and Philosophy–Neuroscience–Psychology)

**John Doris**

Associate Professor  
Ph.D., University of Michigan  
(Philosophy and Philosophy–Neuroscience–Psychology)

**Frederick Eberhardt**

Assistant Professor  
Ph.D., Carnegie Mellon University  
(Philosophy–Neuroscience–Psychology and Philosophy)

**Brett D. Hyde**

Assistant Professor  
Ph.D., Rutgers University  
(Philosophy, Linguistics, and Philosophy–Neuroscience–Psychology)

**Brett Kessler**

Assistant Professor  
Ph.D., Stanford University  
(Psychology, Linguistics, and Philosophy–Neuroscience–Psychology)

**Mark Rollins**

Professor  
Ph.D., Columbia University  
(Philosophy and Philosophy–Neuroscience–Psychology)

**The Major in Philosophy–  
Neuroscience–Psychology**

**Total units required: 40**

**Core requirements for students in both the Cognitive Neuroscience track and the Language, Cognition and Culture track:**

Entry Sequence, choose one of the following:

PNP Sequence

PNP 200. Introduction to the Cognitive Sciences, **and**  
PNP 201. Inquiry in the Cognitive Sciences **or**  
Psych 301. Experimental Psychology

Mind, Brain, Behavior Sequence (MBB)

MBB 120. Introduction to Mind-Brain

MBB 122. Introduction to Mind-Brain II **or**

|PNP 200. Introduction to the Cognitive Sciences

#### **Core Philosophy Requirements:**

Prerequisite: One course at the 100 or 200 level. The best choices for PNP students are:

Phil 100. Logic and Critical Analysis

Phil 120. Problems in Philosophy

Phil 125. Great Philosophers

Upper division: Two courses at the 300 or 400 level. You must take either PNP/Phil 315 Philosophy of Mind, or PNP/Phil/Ling 306 Philosophy of Language, and another from the list below:

PNP/Phil 301G. Symbolic Logic

PNP/Phil 306G. Philosophy of Language

PNP/Phil 307. Metaphysics and Epistemology

PNP/Phil 315. Philosophy of Mind

PNP/Phil 316. Mind and Morals

PNP/Phil 321G. Philosophy of Science

PNP/Phil 349C. Descartes to Hume

PNP 3581/Phil 358. Conceptual Foundations of Modern Science

Phil 390. Philosophical Writing

PNP/AMCS 4023. Models of Social Science

Phil 403. Mathematical Logic I

Phil 404. Mathematical Logic II

PNP/Phil 405. Philosophical Logic

PNP/Phil 4051. Philosophy of Logic

Phil 4061. Topics in the Philosophy of Language

PNP/Phil 4065. Advanced Philosophy of Language

PNP 4101/Phil 410. Theories of Perception

PNP/Phil 4141. Advanced Epistemology

PNP/Phil 4142. Advanced Metaphysics

PNP/Phil 418. Current Controversies in Cognitive Science

PNP/Phil 419. Philosophy of Psychology

PNP/Phil 4210. Advanced Philosophy of Science

PNP/Phil 4212. Philosophy of Neuroscience

Phil 423. Philosophy of Biological Science

PNP/Phil 426. Theories of Concepts

PNP 4332. Cognition and Computation

PNP 495. PNP Seminar (upon approval of subject matter)

#### **Core Psychology Requirements**

Prerequisite: Psych 100B. Introduction to Psychology (SS).

Upper division: Two courses at the 300 or 400 level. Unless you have completed MBB 120 with a grade of B– or higher, you must take PNP/Psych 360 Cognitive Psychology, or PNP/Ling 408/ Psych 433 Psychology of Language and another from the list below:

Psych 300. Introductory Psychological Statistics

Psych 301. Experimental Psychology

PNP 3151/Psych 315. Introduction to Social Psychology

PNP 3211/Psych 321. Developmental Psychology

PNP 323/Educ 337. Play and Development

Psych 326. Introduction to the Psychology of Aging

PNP/Psych 330. Sensation and Perception

PNP/Psych 3401. Biological Psychology

PNP 3451/Psych 345. Genes, Environment, and Human Behavior

PNP 3531/Psych 353. Psychology of Personality

PNP 3541/Psych 354. Abnormal Psychology

Psych 357. Introduction to Clinical Psychology

PNP/Psych 358. Language Acquisition

PNP/Psych 360. Cognitive Psychology

PNP/Psych 361. Psychology of Learning

PNP 3661/Educ 366. Psychology of Creativity

Psych 374. Drugs, Brain, and Behavior

PNP/Psych 380. Human Learning and Memory

PNP 408/Psych 433. Psychology of Language

Psych 4046. Developmental Neuropsychology

PNP/Psych 4047. History of Neuroscience

Psych 4182. Perception, Thought, and Action

PNP/Psych 4301. Contemporary Topics in Cognitive Development

PNP/Psych 4302. Cognitive Psychology Applied to Education

Psych 4625. Autobiographical Memory

PNP/Psych 4651. History and Modern Systems of Psychology

PNP 495. PNP Seminar (upon approval of subject matter)

#### **Track-specific Requirements**

##### ***Courses Required for the Cognitive Neuroscience (CN) Track***

Prerequisite: Biol 2960 or Psych 3401 and permission of instructor; Biol 3058 recommended.

Upper division: Two neuroscience courses at the 300 or 400 level: You **MUST** take: PNP/Biol/Psych 3411 Principles of the Nervous System and Psych 3604 Cognitive Neuroscience. (Psych 3401 Biological Psychology *can* count toward the depth requirement in Neuroscience, if taken as a prerequisite.)

##### ***Courses Required for the Language, Cognition and Culture (LCC) Track***

Prerequisite: Ling/Anthro 170 Introduction to Linguistics *and* either Anthro/Ling 2151 Language, Culture, and Society *or* Anthro 160B Introduction to Cultural Anthropology.



Upper division: Two courses at the 300 or 400 level, chosen from those below:

PNP/Phil 301G. Symbolic Logic  
 PNP/Phil 306G. Philosophy of Language  
 PNP/Ling 309. Syntactic Analysis  
 PNP 3111/Ling 311. Introduction to Semantics  
 PNP/Ling 313. Phonological Analysis  
 PNP 3171/Ling 317. Introduction to Computational Linguistics  
 PNP/Ling 320. Historical and Comparative Linguistics  
 Psych 326. Introduction to the Psychology of Aging  
 PNP/Anthro 3383. Cognition and Culture  
 PNP/Psych 358. Language Acquisition  
 PNP/Anthro 362. The Biological Basis of Human Behavior  
 PNP 3662/Anthro 3661. Primate Biology  
 AFAS 368. Language and Society in Africa  
 PNP/Ling 3701/Span 370. Introduction to Hispanic Linguistics (previously Ling 416)  
 PNP/Anthro 3881. Disability and Culture  
 PNP/Ling 396. Linguistics Seminar  
 Ling 4012/Sphr 401. Anatomy and Physiology of Speech and Hearing  
 PNP/Anthro 406. Primate Ecology and Social Structure  
 PNP/Phil 4065. Advanced Philosophy of Language  
 PNP 408/Psych 433. Psychology of Language  
 PNP/Anthro/Ling 4122. Language and Gender  
 Span 416/Ling 4161. Introduction to Hispanic Linguistics (prior to SP09)  
 PNP 4192/Anthro 4191. Primate Cognition  
 PNP/Educ 4315. Culture, Language, and the Education of Black Students  
 Ling/Sphr 433 Acoustical Phonetics and Speech Perception  
 Ling 4341/Sphr 434. Normal Language Development  
 Psych 4415. Cognitive Neuroscience of Language  
 Psych 4625. Autobiographical Memory  
 PNP/Ling/Span 466. Second Language Acquisition  
 PNP/Span 467. Grammar and Vocabulary Acquisition  
 PNP/Ling/Span 469. Reading and Writing in a Second Language

#### Depth Requirement

Students on the CN track must complete at least 9 units, including at least 3 units credited from 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 credited from 400 or above, in one area of either philosophy, psychology, anthropology, or linguistics.

Note that courses from another major may count toward satisfying the depth requirement, provided that you have at least 18 standalone units in PNP at level 300 or above.

Three units of MBB 300 may be counted toward the depth requirement, in an area appropriate to the research undertaken (e.g. a psychology research project would count toward the psychology depth requirement). All 9 depth requirement units must be taken in a single area. You must contact the PNP administrative assistant via email to submit your research project and area for credit.

#### Philosophy

PNP/Phil 301G. Symbolic Logic  
 PNP/Phil 306G. Philosophy of Language  
 PNP/Phil 307. Metaphysics and Epistemology  
 PNP/Phil 315. Philosophy of Mind  
 PNP/Phil 316. Mind and Morals  
 PNP/Phil 321G. Philosophy of Science  
 PNP/Phil 349C. Descartes to Hume  
 PNP 3581/Phil 358. Conceptual Foundations of Modern Science  
 PNP/Phil 366. Art and the Mind-Brain  
 PNP/Phil 4023. Models of Social Science  
 Phil 403. Mathematical Logic I  
 Phil 404. Mathematical Logic II  
 PNP/Phil 405. Philosophical Logic  
 PNP/Phil 4051. Philosophy of Logic  
 PNP/Phil 4061. Topics in Philosophy of Language  
 PNP/Phil 4065. Advanced Philosophy of Language  
 PNP 4101/Phil 410. Theories of Perception  
 PNP/Phil 4141. Advanced Epistemology  
 PNP/PHIL 4142. Advanced Metaphysics  
 PNP/Phil 418. Current Controversies in Cognitive Science  
 PNP/Phil 419. Philosophy of Psychology  
 PNP/Phil 4210. Advanced Philosophy of Science I  
 PNP/Phil 4220. Advanced Philosophy of Science II  
 PNP/Phil 423. Philosophy of Biological Science  
 PNP/Phil 426. Theories of Concepts  
 PNP/Phil 4332. Cognition and Computation  
 PNP 495. PNP Seminar (upon approval of subject matter)

#### Psychology

Psych 300. Introductory Psychological Statistics  
 Psych 301. Experimental Psychology  
 PNP 3151/Psych 315. Introduction to Social Psychology  
 PNP 3211/Psych 321. Developmental Psychology  
 PNP 323/Educ 337. Play and Development  
 Psych 326. Introduction to the Psychology of Aging  
 PNP/Psych 330. Sensation and Perception  
 PNP/Psych 3401. Biological Psychology  
 PNP 3451/Psych 345. Genes, Environment, and Human Behavior  
 PNP 3531/Psych 353. Psychology of Personality  
 PNP 3541/Psych 354. Abnormal Psychology  
 Psych 357. Introduction to Clinical Psychology  
 PNP/Psych 358. Language Acquisition  
 PNP/Psych 360. Cognitive Psychology  
 PNP/Psych 361. Psychology of Learning  
 Psych 326. Introduction to the Psychology of Aging

PNP 3661/Educ 366. Psychology of Creativity  
 Psych 374. Drugs, Brain, and Behavior  
 PNP/Psych 380. Human Learning and Memory  
 Psych 4046. Developmental Neuropsychology  
 PNP/Psych 4047. History of Neuroscience  
 PNP 408/Psych 433. Psychology of Language  
 Psych 4182. Perception, Thought, and Action  
 PNP/Psych 4301. Contemporary Topics in Cognitive Development  
 PNP/Psych 4302. Cognitive Psychology Applied to Education  
 PNP/Psych 4450. Functional Neuroimaging Methods  
 Psych 4591. The Development of Social Cognition  
 PNP/Psych 4625. Autobiographical Memory  
 PNP/Psych 4651. History and Modern Systems of Psychology  
 PNP 495. PNP Seminar (upon approval of subject matter)

### Neuroscience

Biol 3058. Physiological Control Systems (2 units)  
 Biol 3421. Introduction to Neuroethology  
 PNP/Physics 350. Physics of the Brain  
 PNP/Physics 355. Physics of Vision  
 Biol 360/Physics 360 Biophysics Laboratory  
 PNP/Psych 4001. Introduction to Neuropsychology  
 PNP 402. The Physiology and Biophysics of Consciousness (2 units)  
 PNP/Biol 404. Laboratory of Neurophysiology  
 Psych 4046. Developmental Neuropsychology  
 PNP/Psych 4047. History of Neuroscience  
 PNP/Phil 4212. Philosophy of Neuroscience  
 Psych 4415. Cognitive Neuroscience of Language  
 PNP 4450/Psych 4450. Functional Neuroimaging Methods  
 PNP 4488/Psych 488. The Cognitive Neuroscience of Film  
 BME 4902. Cellular Neurophysiology (Biomedical Engineering course, SP10) \*\* (upon approval of subject matter)  
 PNP 495. PNP Seminar (upon approval of subject matter)

### Anthropology

PNP/Anthro 3383. Cognition and Culture  
 PNP/Anthro 362. The Biological Basis of Human Behavior  
 PNP 3662/Anthro 3661. Primate Biology  
 PNP/Anthro 406. Primate Ecology and Social Structure  
 PNP/Anthro/Ling 4122. Language and Gender  
 PNP 4190/Anthro 419. Primate Behavior  
 PNP 4192/Anthro 4191. Primate Cognition  
 PNP 495. PNP Seminar (upon approval of subject matter)

### Linguistics

PNP/Phil 301G. Symbolic Logic  
 PNP/Phil 306G. Philosophy of Language  
 PNP/Ling 309. Syntactic Analysis  
 PNP 3111/Ling 311. Introduction to Semantics  
 PNP/Ling 313. Phonological Analysis  
 PNP 3171/Ling 317. Introduction to Computational Linguistics  
 PNP/Ling 320. Historical and Comparative Linguistics

PNP/Ling/Psych 358. Language Acquisition  
 AFAS 368. Language and Society in Africa  
 PNP/Ling 3701/Span 307. Introduction to Hispanic Linguistics  
 PNP/Ling 396. Linguistics Seminar  
 PNP/Phil 4061. Topics in the Philosophy of Language  
 PNP/Phil 4065. Advanced Philosophy of Language  
 PNP/Ling 408/Psych 433. Psychology of Language  
 PNP/Anthro/Ling 4122. Language and Gender  
 PNP 4161/Span 416/Ling 4161. Introduction to Hispanic Linguistics  
 Span 417. Phonetics, Phonology, Dialectology  
 PNP 4192/Anthro 4191. Primate Cognition  
 PNP/Educ/Ling 4315. Culture, Language, and the Education of Black Students  
 Ling/SPHR 433. Acoustical Phonetics and Speech Perception  
 Ling 4341/SPHR 434. Normal Language Development  
 Psych 4415. Cognitive Neuroscience of Language  
 PNP/Ling/Span 466. Second Language Acquisition  
 PNP/Span 467. Grammar and Vocabulary Acquisition  
 PNP/Ling/Span 469. Reading and Writing in a Second Language  
 PNP/E Lit 472. History of the English Language  
 PNP 495. PNP Seminar (upon approval of subject matter)

### Capstone

The Capstone is required for honors students and first majors; recommended for second majors. It consists of one of the following three choices:

- Senior Honors (Latin Honors): You are encouraged to work toward Senior Honors (Latin Honors) in PNP (see below for details) *or*
- 2-unit PNP Reading Class *and* PNP 495 PNP Seminar *or*
- PNP Reading Class *and* 3 to 6 advanced units of independent study in an affiliated discipline (Psych 500, Anthro 500, etc.). The independent study should be on a topic relevant to the student's chosen track. Approval is required from the director for credit. Send relevant information (topic of study, correspondence, etc., including professor's name) to PNP administrative assistant to request approval for PNP credit.

Units from a capstone experience can count toward the depth requirement in either the CN or LCC tracks.

### Additional Information

**Senior Honors (Latin Honors)** : You are encouraged to work toward Senior Honors (Latin Honors) in PNP. You must:

- have at least an overall GPA of 3.5.
- apply to the PNP office at the end of your junior year.
- For specific details, see our website: <http://artsci.wustl.edu/~pnp/undergrad/HONORS/honors.html>.

## The Minor in Philosophy– Neuroscience–Psychology

**Units required:** 18

**Required courses:** You 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 201, or MBB 120 and 121), followed by:

- 3 units in Philosophy:

PNP/Phil 315. Philosophy of Mind

**or**

PNP/Phil 306G. Philosophy of Language

- 3 units of Neuroscience:

PNP/Biol 3411. Principles of the Nervous System

**or**

PNP/Psych 3604. Cognitive Neuroscience

- 3 units in Psychology:

PNP/Psych 360. Cognitive Psychology

**or**

PNP 408/Psych 433. Psychology of Language

### Additional Information

Psychology 100B is the prerequisite for all psychology courses at the 300 level and above. Note that no more than 6 units counted toward a minor in PNP may be transferred or earned abroad, and no more than 6 credits may be counted toward another major or minor.

#### L64 PNP 200. Introduction Cognitive Science

We seek to understand the mind-brain by integrating findings from several of the cognitive sciences, including philosophy, psychology, neuroscience, linguistics, anthropology and artificial intelligence. This course considers multiple perspectives on such topics as mental imagery, concepts, rationality, consciousness, emotion, language, thought, memory, attention and machine intelligence. Prerequisite: completion of at least one of the following courses: Psych 100B, Phil 120F, Phil 125C, Biol 296A, MBB 120A or Ling 170D.

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

#### L64 PNP 201. Inquiry in the Cognitive Sciences

Understanding the mind-brain involves orchestrating a variety of conceptual tools and modes of inquiry from the cognitive sciences. This course offers a hands-on introduction to a variety of research tactics used in the behavioral and biological sciences and emphasizes the advantages of combining them. For example, neuroimaging can enhance the interpretation of experiments by cognitive psychologists and modeling can be used to simulate and

understand the effects of brain lesions. Prerequisite: completion of at least one of the following courses: Psych 100B, Phil 120F, Phil 125C, Biol 296A, MBB 120 or Ling 170D.

Credit 3 units. A&S: NS, QA

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#### L64 PNP 3001. Research in the Mind-Brain

Same as MBB 300

Credit variable, maximum 3 units. A&S: NS

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#### L64 PNP 301. Symbolic Logic

Same as Phil 301G

Credit 3 units. A&S: LA BU: HUM FA: SSP

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#### L64 PNP 306. Philosophy of Language

Same as Phil 306G

Credit 3 units. A&S: LA BU: HUM FA: SSP

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#### L64 PNP 309. Syntactic Analysis

Same as Ling 309

Credit 3 units. A&S: LA

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#### L64 PNP 3111. Introduction to Semantics

Same as Ling 311

Credit 3 units. A&S: LA

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#### L64 PNP 313. Phonological Analysis

Same as Ling 313

Credit 3 units. A&S: LA BU: BA

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#### L64 PNP 315. Philosophy of Mind

Same as Phil 315

Credit 3 units. A&S: TH BU: HUM FA: SSP

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#### L64 PNP 3151. Introduction to Social Psychology

Same as Psych 315

Credit 3 units. A&S: SS BU: BA FA: SSP

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#### L64 PNP 316. Mind and Morals

Same as Phil 316

Credit 3 units. A&S: TH BU: ETH FA: SSP

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#### L64 PNP 3171. Introduction to Computational Linguistics

Same as Ling 317

Credit 3 units. A&S: LA

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#### L64 PNP 320. Historical and Comparative Linguistics

Same as Ling 320

Credit 3 units. A&S: LA FA: Lit

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#### L64 PNP 321. Philosophy of Science

Same as Phil 321G

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L64 PNP 3211. Developmental Psychology**

Same as Psych 321

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L64 PNP 323. Play and Development**

Same as Educ 337

Credit 3 units. A&S: SS BU: BA

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**L64 PNP 330. Sensation and Perception**

Same as Psych 330

Credit 3 units. A&S: NS BU: BA, SCI FA: NSM

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**L64 PNP 3383. Cognition and Culture**

Same as Anthro 3383

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L64 PNP 3401. Biological Psychology**

Same as Psych 3401

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L64 PNP 3411. Principles of the Nervous System**

Same as Biol 3411

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L64 PNP 3451. Genes, Environment and Human Behavior**

Same as Psych 345

Credit 3 units. A&S: SS BU: BA

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**L64 PNP 349. Descartes to Hume**

Same as Phil 349C

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L64 PNP 350. Physics of the Brain**

Same as Physics 350

Credit 3 units. A&S: NS BU: SCI EN: SU, TU FA: NSM

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**L64 PNP 3531. Psychology of Personality**

Same as Psych 353

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L64 PNP 3541. Abnormal Psychology**

Same as Psych 354

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L64 PNP 355. Physics of Vision**

Same as Physics 355

Credit 3 units. A&S: NS BU: SCI EN: TU FA: NSM

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**L64 PNP 358. Language Acquisition**

Same as Psych 358

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L64 PNP 3581. Conceptual Foundations of Modern Science**

Same as Phil 358

Credit 3 units. A&S: TH

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**L64 PNP 360. Cognitive Psychology**

Same as Psych 360

Credit 3 units. A&S: NS BU: BA FA: NSM

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**L64 PNP 361. Psychology of Learning**

Same as Psych 361

Credit 3 units. A&S: NS BU: BA FA: NSM

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**L64 PNP 362. The Biological Basis of Human Behavior**

Same as Anthro 362

Credit 3 units. A&S: NS, CD, SD BU: BA FA: NSM

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**L64 PNP 366. Art and the Mind-Brain**

Same as Phil 366

Credit 3 units. A&S: TH FA: AH, SSP

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**L64 PNP 3661. Psychology of Creativity**

Same as Educ 366

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L64 PNP 3662. Primate Biology**

Same as Anthro 3661

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L64 PNP 3701. Introduction to Hispanic Linguistics**

Same as Span 370

Credit 3 units. A&S: LA

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**L64 PNP 380. Human Learning and Memory**

Same as Psych 380

Credit 3 units. A&S: NS BU: BA FA: NSM, SSP

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**L64 PNP 390. PNP Reading Class**

Each time this course is offered a book is selected that does an exemplary job of bringing together insights and results from multiple disciplines in targeting an important topic. We read and discuss the book and possibly a small amount of supplementary reading. A short presentation and paper are required.

Credit 2 units. A&S: SS BU: HUM

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**L64 PNP 396. Linguistics Seminar**

Same as Ling 396

Credit 3 units. A&S: TH

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**L64 PNP 396W. Linguistics Seminar: Writing-Intensive**

Same as Ling 396W

Credit 3 units. A&S: SS, WI

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**L64 PNP 4001. Introduction to Neuropsychology**

Same as Psych 4001

Credit 3 units. A&S: NS FA: NSM

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**L64 PNP 402. The Physiology and Biophysics of Consciousness**

This course explores the questions surrounding the search to understand the biophysical substrate of consciousness. Some areas explored: (1) Can consciousness be addressed like any other biological property in the sense that it has evolved by natural selection and that some elements of it are present in simple model systems, such as the fruit fly? Can insight be gained studying simple model systems? (2) Where in the brain is consciousness? What is the pattern of neurological events that occurs during consciousness? Is brain activity generating consciousness localized or distributed? Does it involve interacting brain regions? Does brain activity generating consciousness migrate to different brain regions? (3) How does the dynamic core hypothesis of Edelman relate to these questions? What can functional brain imaging add to these questions? Are Gamma waves involved in higher mental activity, and do they promote synchronized firing of neurons from different brain areas? How does this relate to the binding problem? (4) How does the brain's ability to function as a computer relate to consciousness? In many respects the brain functions as a computer using electrical signals called Action Potentials. Action potentials in neuronal networks function in an analogous way as DC electrical impulses function in computer circuits. What is the output of computation in an electrical device? What are the theoretical limitations regarding what computation can achieve and ask whether electrical activity in the brain also has a fundamentally different purpose in addition to computation. (5) Is our knowledge of the physical world too primitive and incomplete to understand consciousness? The brain is an electronic device and consciousness clearly depends on its electrical activity. Yet, electrical forces are poorly understood, both in the context of classical physics and quantum physics. Will understanding consciousness have to wait for a unified theory that more accurately describes electrical forces? Taught in the Medical School: McDonnell Science Building 983. Prerequisites: Biol 3411 or equivalent; college-level physics, some knowledge of computers.

Credit 2 units. A&S: NS

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**L64 PNP 4023. Models of Social Science**

Same as AMCS 4023

Credit 3 units. A&S: SS

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**L64 PNP 404. Laboratory of Neurophysiology**

Same as Biol 404

Credit 4 units. A&S: NS, WI FA: NSM

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**L64 PNP 4041. Math Logic II**

Same as Phil 404

Credit 3 units. A&S: TH FA: SSP

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**L64 PNP 4047. History of Neuroscience**

Same as Psych 4047

Credit 3 units. A&S: SS FA: SSP

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**L64 PNP 4051. Philosophy of Logic**

Same as Phil 4051

Credit 3 units. A&S: TH

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**L64 PNP 406. Primate Ecology and Social Structure**

Same as Anthro 406

Credit 3 units. A&S: NS FA: NSM

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**L64 PNP 4061. Topics in the Philosophy of Language**

Same as Phil 4061

Credit 3 units. A&S: TH

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**L64 PNP 4065. Advanced Philosophy of Language**

Same as Phil 4065

Credit 3 units. A&S: LA FA: SSP

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**L64 PNP 408. Psychology of Language**

Same as Psych 433

Credit 3 units. A&S: SS FA: SSP

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**L64 PNP 4101. Theories of Perception**

Same as Phil 410

Credit 3 units. A&S: TH FA: SSP

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**L64 PNP 4141. Advanced Epistemology**

Same as Phil 4141

Credit 3 units. A&S: TH FA: SSP

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**L64 PNP 4142. Advanced Metaphysics**

Same as Phil 4142

Credit 3 units. A&S: TH FA: SSP

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**L64 PNP 418. Current Controversies in Cognitive Science**

An advanced survey of current debates in cognitive science with an emphasis on the philosophical issues raised by these debates. Topics may include: evolutionary psychology; innateness and neural plasticity; perception and action; consciousness; connectionism; robotics; embodied cognition; moral reason; emergence

and artificial life; concepts and content; animal cognition. Prerequisites: one course in Philosophy at the 300 level, graduate standing or permission of the instructor.

Credit 3 units. A&S: TH

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**L64 PNP 419. Philosophy of Psychology**

Same as Phil 419

Credit 3 units. A&S: TH FA: SSP

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**L64 PNP 4190. Primate Behavior**

Same as Anthro 419

Credit 3 units. A&S: NS FA: NSM

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**L64 PNP 4192. Primate Cognition**

Same as Anthro 4191

Credit 3 units. A&S: NS

---

**L64 PNP 4210. Advanced Philosophy of Science I**

Same as Phil 4210

Credit 3 units. A&S: TH FA: SSP

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**L64 PNP 4212. Philosophy of Neuroscience**

Same as Phil 4212

Credit 3 units. A&S: TH FA: SSP

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**L64 PNP 423. Philosophy of Biological Science**

Same as Phil 423

Credit 3 units. A&S: TH FA: SSP

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**L64 PNP 426. Theories of Concepts**

Same as Phil 426

Credit 3 units. A&S: TH FA: SSP

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**L64 PNP 4301. Contemporary Topics in Cognitive Development**

Same as Psych 4301

Credit 3 units. A&S: SS, WI FA: SSP

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**L64 PNP 4302. Cognitive Psychology Applied to Education**

Same as Psych 4302

Credit 3 units. A&S: SS

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**L64 PNP 4315. Culture, Language and the Education of Black Students**

Same as Educ 4315

Credit 3 units. A&S: SS, CD FA: SSP

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**L64 PNP 4332. Cognition and Computation**

This course introduces students to some of the key frameworks for thinking about the mind in computational terms. We look at some basic topics in the theory of computation, in addition to considering philosophical issues raised by computational models of cognitive

processes. This course is required for graduate students in the PNP Ph.D. program. Prerequisites: at least two 400-level PNP courses cross-listed in Philosophy.

Credit 3 units. A&S: SS

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**L64 PNP 4450. Functional Neuroimaging Methods**

Same as Psych 4450

Credit 3 units. A&S: SS FA: SSP

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**L64 PNP 4488. The Cognitive Neuroscience of Film**

Same as Psych 488

Credit 3 units. A&S: NS

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**L64 PNP 466. Second Language Acquisition**

Same as Ling 466

Credit 3 units. A&S: LA

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**L64 PNP 467. Grammar and Vocabulary Acquisition**

Same as Span 467

Credit 3 units. A&S: LA BU: BA

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**L64 PNP 469. Reading and Writing in a Second Language**

Same as Span 469

Credit 3 units. A&S: TH

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**L64 PNP 4765. Biological Basis of the Major Mental Disorders**

Same as Psych 4765

Credit 3 units. A&S: NS FA: NSM

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**L64 PNP 495. PNP Seminar**

Subject varies per semester. Not always offered as writing-intensive, refer to individual semester listing. Prerequisites: a 300-level Philosophy course (Phil/PNP 315 is recommended); and major standing or approval of instructor.

Credit 3 units. A&S: SS

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**L64 PNP 495W. PNP Seminar: Writing-Intensive**

Subject varies per semester. Fulfills Writing-intensive (WI) requirement. Prerequisite: A 300-level Philosophy course (Phil/PNP 315 is recommended).

Credit 3 units. A&S: SS, WI

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**L64 PNP 499. Study for Honors**

Prerequisites: senior standing, a grade point average of 3.50 overall, and permission of the department.

Credit 3 units. A&S: SS

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**Contact Person:** Kimberly Mount  
**Phone:** 314/935-4297  
**Email:** [pnp@wustl.edu](mailto:pnp@wustl.edu)  
**Departmental website:** <http://artsci.wustl.edu/~pnp>

## Arts & Sciences: Physical Education

As an undergraduate student, you 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.

### Director of Athletics and Coordinator of Physical Education

**John Schael**

M.Ed., Miami University

Students may take both lecture-laboratory and performance courses through the Department of Athletics; however there is no major in this area.

Students may take both lecture-laboratory and performance courses through the Department of Athletics; however there is no minor in this area.

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#### **L28 P.E. 115. Topics In Physical Education: Beginning Weight Training**

Major emphasis is on strength development.

Credit 1 unit.

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#### **L28 P.E. 116. Topics in Physical Education: Beginning Racquetball**

Credit 1 unit.

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#### **L28 P.E. 117. Advanced Racquetball**

Credit 1 unit.

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#### **L28 P.E. 119. Intermediate and Advanced Racquetball**

Credit 1 unit.

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#### **L28 P.E. 120. Topics in Physical Education: Varsity Sports**

Prerequisite: permission of instructor.

Credit 1 unit.

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#### **L28 P.E. 1201. Fundamentals of Rowing for Fitness**

This course focuses on the effective use of Concept II Rowing as tools to learn the rowing stroke as well as to maintain aerobic fitness and develop strength. Emphasis is placed on the correct use of technique to decrease risk of injury; varying duration and intensity of work on the machine to develop different energy systems; using these new skills in developing lifetime fitness. Instruction includes the use of video tape and video monitoring. Athletic shoes and clothes that are not baggy are needed to participate. There is a minimum amount of running or light low-impact aerobic activity required as a warmup.

Credit 1 unit.

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#### **L28 P.E. 121. Topics in Physical Education: Varsity Sports**

Prerequisite: permission of instructor.

Credit 1 unit.

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#### **L28 P.E. 124A. Fundamentals of Rowing for Fitness**

This course focuses on the effective use of Concept II rowing machines as tools to learn the rowing stroke as well as to maintain aerobic fitness and development strength. Emphasis is placed on the correct use of technique to decrease risk of injury; varying duration and intensity of work on the machines to develop different energy systems; using these new skills in developing lifetime fitness. Instruction includes the use of videotape and video monitoring. Athletic shoes and clothes that are not baggy are needed to participate. There is a minimum amount of running or light low-impact aerobic activity required as a warmup.

Credit 1 unit.

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#### **L28 P.E. 132. Topics in Physical Education: High-Intensity Conditioning**

Credit 1 unit.

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#### **L28 P.E. 134. Topics in Physical Education**

This course provides skill instruction and knowledge needed to prevent and respond to aquatic emergencies in a pool setting. Successful completion of requirements results in certification in American Red Cross Lifeguard Training for swimming pools, CPR, and first aid. Prerequisite: swimming test given during the first week of class.

Credit 1 unit.

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#### **L28 P.E. 135. Topics in Physical Education**

Step aerobics. A low-impact aerobic class in which choreography and equipment are combined to meet the needs of participants at all levels of fitness. There is a \$45 fee.

Credit 1 unit.

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#### **L28 P.E. 136. Topics in Physical Education**

Independent Fitness and Conditioning. Students complete fitness testing at the beginning and end of the semester. Individual workout schedules are followed outside of class time. Orientation sessions are in late August in the lobby of the Athletic Complex; dates and times TBA.

Credit 1 unit.

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#### **L28 P.E. 137. Spinnin'**

Music, stationary bicycles and an instructor who cues you to ride through hills, valleys and other terrain, changing resistance and pace to simulate different types of riding. All levels welcome — you can tailor the ride to fit your personal fitness goals and needs. A water bottle and towel are required for this class. There is a \$45 fee.

Credit 1 unit.

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**L28 P.E. 139. Topics in Physical Education: Advanced Tennis**

Credit 1 unit.

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**L28 P.E. 140. Topics in Physical Education: Beginning Tennis**

Credit 1 unit.

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**L28 P.E. 143. Topics in Physical Education: Intermediate and Advanced Tennis**

Credit 1 unit.

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**L28 P.E. 148. Topics in Physical Education: Individual Physical Education**

Prerequisite: medical referral.

Credit 1 unit.

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**L28 P.E. 155. Topics In Physical Education: 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 to be determined before enrollment by conference with instructor. Prerequisite: permission of the department.

Credit 1 unit.

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**L28 P.E. 209. Independent Fitness and Conditioning**

Students complete fitness testing at the beginning and end of the semester. Individual workout schedules are followed outside of class time. Class meets for lectures/discussion one day every other week on topics/issues of fitness and wellness. Prerequisite: PE 108 Introduction to Lifetime Fitness.

Credit 1 unit.

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**L28 P.E. 210. Topics in Physical Education: Beginning Racquetball**

Section 01: MW 9:00-10:00. Section 02: MW 1:00-2:00. Racquetball Courts.

Credit 1 unit.

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**L28 P.E. 212. Topics in Physical Education: Intermediate and Advanced Basketball**

Designed to develop an appreciation for basketball through team competition and activity. Individual instruction and skill development also is available. Section 01: T/Th 9:30-11:00. Field House.

Credit 1 unit.

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**L28 P.E. 214. Topics in Physical Education: Advanced Weight Training**

Major emphasis on muscular strength and flexibility through free weight-resistance exercise. Pre- and post-assessment of physical fitness levels may be established. Prerequisite: PE 215 Beginning Weight Training. Section 01: T/Th 8:30-11:00. Weight Room.

Credit 1 unit.

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**L28 P.E. 215. Weight Training**

Beginning weight training. Major emphasis on strength development. Section 01: T/Th 8:00-9:30. Section 02: MWF 10:00-11:00. Weight Room.

Credit 1 unit.

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**L28 P.E. 216. Soccer**

Designed to develop an appreciation for soccer through the development of soccer skills, concepts of group play, and team competition. Section 01: T/Th 10:00-11:30. Note: eight- or nine-week course beginning in mid-February. All students who register must check in with the departmental office during the first two weeks of the semester.

Credit 1 unit.

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**L28 P.E. 220. Topics in Physical Education: Varsity Sports**

Prerequisite: permission of the department. Athletic Complex.

Credit 1 unit.

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**L28 P.E. 2201. Fundamentals of Rowing for Fitness**

This course focuses on the effective use of Concept II Rowing as tools to learn the rowing stroke as well as to maintain aerobic fitness and develop strength. Emphasis is placed on the correct use of technique to decrease risk of injury; varying duration and intensity of work on the machine to develop different energy systems; using these new skills in developing lifetime fitness. Instruction includes the use of videotape and video monitoring. Athletic shoes and clothes that are not baggy are needed to participate. There is a minimum amount of running or light low-impact aerobic activity required as a warmup.

Credit 1 unit.

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**L28 P.E. 221. Topics in Physical Education: Varsity Sports**

Prerequisite: permission of the department. Athletic Complex.

Credit 1 unit.

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**L28 P.E. 234. Topics in Physical Education: Lifeguard Training**

The course provides skill instruction and knowledge needed to prevent and respond to aquatic emergencies in a pool setting. Successful completion of requirements results in certification in

American Red Cross Lifeguard Training for swimming pools, CPR, and first aid. Prerequisite: swimming test given during the first week of class. Section 01: T/Th 1:30-3:00. Millstone Pool  
Credit 1 unit.

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**L28 P.E. 235. Topics in Physical Education: Step Aerobics**

Section 01: Step Plus: Primarily designed around step aerobics with occasional workouts using other fitness techniques, including box aerobics, interval training. Section 02: Combo Training: Combination of many fitness techniques, including step aerobics, box aerobics, low impact. There is a \$45 fee.  
Credit 1 unit.

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**L28 P.E. 236. Topics in Physical Education: Fitness and Conditioning**

Students complete fitness testing at the beginning and end of the semester. Individual workout schedules are followed outside of class time. Orientation session in late January in the lobby of the Athletic Complex, times TBA. Section 01: Step Plus: primarily designed around step aerobics with occasional workouts using other fitness techniques, including box aerobics, interval training. Section 02: Combo Training: combination of many fitness techniques, including step aerobics, box aerobics, low impact. Prerequisite: PE 208.  
Credit 1 unit.

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**L28 P.E. 237. Spinnin'**

Credit 1 unit.

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**L28 P.E. 239. Topics in Physical Education**

Credit 1 unit.

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**L28 P.E. 240. Topics in Physical Education: Intermediate Tennis**

Note: eight- or nine-week course beginning in mid-February. All students who register must check in with the departmental office during the first two weeks of the semester. Section 01: T/Th 1:00-2:30. Tao Tennis Courts.  
Credit 1 unit.

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**L28 P.E. 248. Topics in Physical Education: Individual Physical Education**

Prerequisite: medical referral needed. Section 01: TBA. Athletic Complex.  
Credit 1 unit.

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**L28 P.E. 255. Topics in Physical Education: Practicum in Sports Leadership**

Participation in formal leaderships tasks under the direction of the Washington University Athletic Department personnel. Selection of task and scope of work to be determined before enrollment by conference with instructor. Prerequisite: permission of the department. Section 01: TBA. Athletic Complex.  
Credit 1 unit.

---

**L28 P.E. 258. Spinnin'**

Music, stationary bicycles and an instructor who cues you to ride through hills, valleys and other terrain, changing resistance and pace to simulate different types of riding. All levels welcome — you can tailor the ride to fit your personal fitness goals and needs. A water bottle and towel are required. There is a \$45 fee.  
Credit 1 unit.

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**L28 P.E. 291. Funds of Athletic Training**

Study of the duties of the athletic trainer, in relation to physical education classes, competitive sports, and recreation, including study and practice of first-aid care and prevention of injuries. Section 01: MWF 10:00-11:00. Athletic Complex.  
Credit variable, maximum 3 units.

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**L28 P.E. 310. Water Safety Instructor**

This course prepares instructor candidates to teach progressive levels of swim lessons. Students learn to analyze human movement in the water and develop competency in class management, teaching, evaluation, safety, supervision, leadership, communication and administration of aquatic education programs. Successful completion of all class requirements results in certification in American Red Cross Water Safety Instructor. Fee of \$200 covers all class books, supplies and certificate processing. Section 01: Tu 6:00-9:30 p.m. January to April. Prerequisite: advanced swimming skills and knowledge of water safety are tested on the first day of class. The class is taught at the Center of Clayton facility and Washington University's Millstone Pool. For additional information call Stephanie McCormick at 314/862-2877. Dates TBA.  
Credit 2 units.

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**L28 P.E. 312. Health and Wellness**

The course provides current information related to health, wellness and lifestyles. Students have the opportunity to explore their own attitudes, values and beliefs associated with these topics.  
Credit 3 units. A&S: SS

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**Contact Person:** Paula Hardy-Mumm  
**Phone:** 314/935-5185  
**Email:** paulah@wustl.edu  
**Departmental website:** <http://bearsports.wustl.edu/index.htm>

## Arts & Sciences: 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 developed when people realized that nature operates according to simple mathematical rules; physics seeks to discover and understand those rules. Its early successes in comprehending motion, thermodynamics, electricity, and magnetism provided a foundation upon which other physical sciences have grown.

If you are planning a career in science and technology or plan 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 you to combine this major with a second major in chemistry, mathematics, or engineering, or with premedical studies and other disciplines in the humanities and social sciences. Our programs are designed to give you, in addition to the fundamentals of physics, a broad range of skills in laboratory techniques, critical thinking, computer use, and teamwork, which will serve you well in your chosen career. You may design a program of study, in consultation with your adviser, to meet your personal goals and interests. As a physics major, you are strongly encouraged to participate in physics research projects directed by faculty members.

**Introductory Physics:** Physics 197–198 is an advanced calculus-based introduction to physics intended for adequately prepared students interested in majoring in physics. An alternative calculus-based sequence, Physics 117–118, also may be used to enter the major program, but it is primarily intended for students who want an introduction to the physical sciences and for those who are preparing for professional study of various kinds, including medicine. The latter sequence also fulfills the requirements of the College of Architecture.

The department offers several other courses of general interest to the nonscience student. In most cases, these have no prerequisite. Most form part of natural science clusters.

### Chair

**Kenneth F. Kelton**

Arthur Holly Compton Professor of Physics  
Ph.D., Harvard University

### Endowed Professors

**Carl M. Bender**

Wilfred R. and Ann Lee Konneker Professor of Physics

Ph.D., Harvard University

**John W. Clark**

Wayman Crow Professor of Physics in Arts & Sciences  
Ph.D., Washington University

**James G. Miller**

Albert Gordon Hill Professor of Physics  
Ph.D., Washington University

**Stuart A. Solin**

Charles M. Hohenberg Professor of Experimental Physics  
Ph.D., Purdue University

**Clifford M. Will**

James S. McDonnell Professor of Physics  
Ph.D., California Institute of Technology

### Professors

**Claude W. Bernard**

Ph.D., Harvard University

**Thomas Bernatowicz**

Ph.D., Washington University

**James H. Buckley**

Ph.D., University of Chicago

**Anders E. Carlsson**

Ph.D., Harvard University

**Mark S. Conradi**

Ph.D., Washington University

**Ramanath Cowsik**

Ph.D., University of Bombay

**Willem H. Dickhoff**

Ph.D., Free University, Amsterdam

**Patrick C. Gibbons**

Ph.D., Harvard University

**Charles M. Hohenberg**

Ph.D., University of California–Berkeley

**Martin H. Israel**

Ph.D., California Institute of Technology

**Jonathan I. Katz**

Ph.D., Cornell University



**Michael C. Ogilvie**

Ph.D., Brown University

**James S. Schilling**

Ph.D., University of Wisconsin–Madison

**Wai-Mo Suen**

Ph.D., California Institute of Technology

## Joint Professors

**Shankar M. L. Sastry**

Ph.D., University of Toronto  
(Mechanical Engineering)

**Lee G. Sobotka**

Ph.D., University of California–Berkeley  
(Chemistry)

## Associate Professors

**Mark Alford**

Ph.D., Harvard University

**Henrik Krawczynski**

Ph.D., University of Hamburg

**Ralf Wessel**

Ph.D., University of Cambridge

## Assistant Professors

**Francesc Ferrer**

Ph.D., Universitat Autònoma de Barcelona

**Zohar Nussinov**

Ph.D., University of California–Los Angeles

**Alexander Seidel**

Ph.D., Massachusetts Institute of Technology

**Yan-Mei Wang**

Ph.D., University of California–Berkeley

**Li Yang**

Ph.D., Georgia Institute of Technology

## Senior Lecturer

**Rebecca L. Trousil**

Ph.D., Washington University

## Professors Emeriti

**Dan I. Bolef**

Ph.D., Columbia University

**James H. Burgess**

Ph.D., Washington University

**Peter A. Fedders**

Ph.D., Harvard University

**Michael W. Friedlander**

Ph.D., University of Bristol

**Kazimierz Luszczynski**

Ph.D., University of London

**Richard E. Norberg**

Ph.D., University of Illinois

**Peter R. Phillips**

Ph.D., Stanford University

**John H. Scandrett**

Ph.D., University of Wisconsin–Madison

**J. Ely Shrauner**

Ph.D., University of Chicago

**Ronald K. Sundfors**

Ph.D., Cornell University

## The Major in Physics

**Total units required:** 42-49

**Prerequisites:** As prerequisites for the major, you should complete Physics I and II (Physics 197–198) or General Physics I and II (Physics 117–118) your first year. You should consider taking Physics 217, 316 or 321, 318, and 411 in your second year.

**Required Physics courses :** For the major, you are required to complete a minimum program of 21 units of advanced courses (300 level or higher) in Physics. These 21 units must include:

Physics 322. Physical Measurement Laboratory

Physics 411. Mechanics

Physics 421. Electricity and Magnetism

- One additional upper-level laboratory course (choose from Physics 316, 321, 360, 451, 452)
- If Physics 217 is not taken, either Physics 318 or 471.
- The remaining physics courses must be at the 300 level or above, excluding Physics 303, 304, 341, 342, 441, 442, 499, and 500.

**Recommended Physics courses:** If you are preparing for graduate study in physics or astronomy, you should consider taking, in addition to the above requirements, Physics 422, 463, and 471, as well as some of Physics 472, 474, 476, and additional lab courses. You also should consider taking Physics/Math 501–502 and additional mathematics courses.

If you are preparing for employment after the A.B. degree, you should take additional laboratory courses from Physics 316, 321, 360, 451, and 452. Other relevant courses may include Physics 314, 350, 351, 352, 355, 422, 463, 471, and 472. You also might consider Chem 435 and 436.

If you are preparing for medical school, you should give special consideration to Physics 314, 316, 321, 350, 351, 352, 355, and 360.

**Math courses required for the Physics major:**

Calculus I  
Calculus II  
Calculus III  
Math 217. Differential Equations. (We recommend that Math 217 precede Physics 411)  
ESE 317. Engineering Math **or** Math 308. Mathematics for the Physical Sciences. (We recommend that one of these courses precede Physics 421.)  
Math 309. Matrix Algebra. (We recommend that Math 309 precede Physics 471.)  
Physics/Math 501 and 502 also are recommended.

**Science-breadth requirement :** Majors must select three of the following courses to satisfy the science-breadth requirement. One of the three courses must be Chem 111A, Chem 112A, Chem 401, or Chem 402.

Chem 111A. General Chemistry I  
Chem 112A. General Chemistry II  
Chem 151. General Chemistry Laboratory I  
Chem 152. General Chemistry Laboratory II  
Chem 401. Physical Chemistry I  
Chem 402. Physical Chemistry II  
Chem 445. Instrumental Methods: Physical Chemistry  
CSE 126. Introduction to Computer Programming  
CSE 131. Computer Science I  
CSE 132. Computer Science II  
CSE 200. Engineering and Scientific Computing

## Additional Information

**Senior Honors:** You are encouraged to work toward Honors in physics. To qualify, you 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 your capacity for independent work. You must apply to the Undergraduate Studies Committee no later than the beginning of the senior year. Your application should include a description of the proposed project, co-signed by the supervising professor. A written report of the completed work must be submitted to the committee by a deadline in March. By enrolling in Physics 499, you may earn up to 6 units of credit for the honors project.

## The Minor in Physics

**Units required:** 17

**Required courses:**

Physics 117A. General Physics I **or** Physics 197. Physics I  
Physics 118A. General Physics II **or** Physics 198. Physics II  
Physics 217. Introduction to Quantum Physics I  
Physics 218. Introduction to Quantum Physics II

**Elective courses:**

At least one course at the 300 level or above (with the exception of Physics 303, 304, 341, 342, 441, 442, 499 and 500) with a grade of C– or better.

## Additional Information

Corequisite for taking General Physics I (Physics 117A) is enrollment in or placement out of Calculus I (Math 131). Calculus II (Math 132) is a corequisite for Physics I (Physics 197). Calculus II is also necessary to provide adequate preparation for Physics 217/318 (Quantum Physics I, II). Note that for some advanced courses Calculus III (Math 233) and Differential Equations (Math 217) are prerequisites.

## The Minor in Biomedical Physics

**Units required:** 17

**Required courses:**

Physics 117A. General Physics I **or** Physics 197A. Physics I  
Physics 118A. General Physics II **or** Physics 198A. Physics II

**Elective courses:**

Two courses from the following four:

Physics 314. Physics of the Heart  
Physics 351. Introduction to Biomedical Physics  
Physics 350. Physics of the Brain

Physics 355. Physics of Vision

One course from the following four laboratory courses:

Physics 316. Optics and Wave Physics Lab

Physics 321. Electronics Lab

Physics 322. Physical Measurements Lab

Physics 360. Biophysics Lab

## 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 premedicine student or the research-oriented science major. New courses are being developed that also will satisfy these requirements.

### L31 Physics 107A. How Things Work

Why is the sky blue? How can a baseball curve? Natural and manmade phenomena can be understood by simple and basic ideas of physics. This course illustrates these underlying principles by using examples from everyday life as well as from physics and other fields. Because the phenomena are many and the principles are few we find that apparently very different events sometimes have similar explanations; we come to understand how the stretching of a rubber band is related to ice skating, and how the blue of the sky is related to the red of the sunset and the white color of milk. No prerequisites.

Credit 3 units. A&S: NS, QA BU: SCI FA: NSM

### L31 Physics 110A. Awesome Ideas in Physics

The ideas of physics that have revolutionized our perception of the world and reality. Emphasis is on understanding a selected set of crucial concepts without losing track of the numbers. Using the writings of Hawking, Feynman and Lightman, a study is made of such topics as energy and conservation laws, the relativity of time, the wave-particle duality, the modern picture of matter at the smallest and the largest distance scales, and the history of the universe. Must be taken for a letter grade. No prerequisites.

Credit 3 units. A&S: NS, QA BU: SCI FA: NSM

### L31 Physics 111. Variational Calculus — A Mathematical Blade for Cutting-Edge Science

Variational calculus, a fancy generalization of ordinary calculus, is the study of functionals. In variational calculus one tries to find the special function that extremizes a functional. The applications of variational calculus are ubiquitous in modern science. Variational calculus is the mathematical setting for describing the physical world. In all areas of classical and quantum physics, the physical world is expressed in terms of functions that extremize specific functionals. In this seminar variational calculus is explained at an

elementary level, and many of its applications in science are examined. A good understanding of elementary first-year calculus is required to take this seminar.

Credit 3 units. A&S: NS, QA

### L31 Physics 117A. General Physics I

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. Prerequisite: previous or concurrent enrollment in Calculus I Math 131 or permission of instructor. Concurrent registration in a Physics 117 lab section is required. Credit may not be obtained for both Physics 117 and Physics 197. Credit variable, maximum 4 units. A&S: NS, QA BU: SCI

FA: NSM

### L31 Physics 118A. General Physics II

Continuation of Physics 117. Calculus-based introduction to concepts, laws and structure of physics. Topics include electromagnetic forces and fields, direct current circuits, capacitance and inductance, electromagnetic radiation, light, geometrical and physical optics, interference and diffraction, early quantum theory, and nuclear physics. Prerequisite: Physics 117A, Physics 197 or permission of instructor. Concurrent registration in a Physics 118 lab section is required. Previous or concurrent enrollment in Calculus II Math 132 is recommended. Credit may not be obtained for both Physics 118 and Physics 198.

Credit 4 units. A&S: NS, QA BU: SCI FA: NSM

### L31 Physics 125A. Solar System Astronomy

Designed for the nonscience major, this course deals with the planets, their moons and rings, comets, meteorites and interplanetary dust particles. In order to understand both classical astronomy and the results obtained from modern telescopes and the space program, basic scientific ideas (including optics and the laws of motion) are reviewed first. There also is some discussion of astronomical history to show how we have arrived at our present ideas of the structure and evolution of the solar system. Prerequisites: high school algebra and trigonometry or concurrent enrollment in Math 131.

Credit 3 units. A&S: NS, QA BU: SCI FA: NSM

### L31 Physics 126A. Stars, Galaxies and Cosmology

Intended as a general survey for the nonscience major. Topics include the structure and evolution of stars, such as red giants, white dwarfs, neutron stars, pulsars and black holes; galaxies and quasars; cosmology and the Big Bang theory. Prerequisites: high school algebra and trigonometry, or concurrent enrollment in Math 131.

Credit 3 units. A&S: NS, QA BU: SCI FA: NSM

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**L31 Physics 141. Selected Topics in Physics I**

Topics of special interest (e.g., superconductivity, quasicrystals, neural networks, chaos, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure consent to undertake direction of the course from a faculty member.

Credit variable, maximum 3 units. A&S: NS BU: SCI FA: NSM

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**L31 Physics 142. Selected Topics in Physics I**

Topics of special interest (e.g., holography, relativity, nuclear power, computer applications in physics, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member.

Credit variable, maximum 3 units. A&S: NS FA: NSM

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**L31 Physics 171A. Physics and Society**

Introduction to physics: its goals, methods, and relevance for society. Topics include energy as a unifying principle of physics and society's use of energy, resources, and costs; nuclear energy, including history, technology, radiation, waste, and weapons; global climate change, including the greenhouse effect and the hole in the ozone layer; science and government; bad science, pseudoscience, and anti-science. Intended for science and nonscience majors. Must be taken for a letter grade.

Credit 3 units. A&S: NS, QA BU: SCI FA: NSM

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**L31 Physics 197. Physics I**

An advanced, calculus-based introduction to central concepts in classical and modern 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: conservation laws, Newtonian physics and special relativity. A daily regimen of homework and reading as well as active class participation are integral parts of the course. Corequisite: Math 132 Calculus II. Concurrent registration in a Physics 197 lab section is required. Credit may not be obtained for both Physics 117 and Physics 197. Students who intend to major in Physics are encouraged to register for Section 03.

Credit 4 units. A&S: NS, QA BU: SCI

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**L31 Physics 198. Physics II**

Continuation of Physics 197. An advanced, calculus-based introduction to central concepts in classical and modern 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 Math 132 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. Students who intend to major in Physics are encouraged to register for Section 03.

Credit 4 units. A&S: NS, QA BU: SCI

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**L31 Physics 210A. Epic of Evolution: Life, Earth and the Cosmos**

Same as EPSc 210A

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L31 Physics 216. Introduction to Relativity: The Special Theory**

Introduction to the special and general theories of relativity. Einstein's postulates of the principle of relativity and the constancy of the speed of light. Simple kinematics and dynamics: simultaneity, time dilation, space-time diagrams, twin and other "paradoxes,"  $E=mc^2$ , laws of motion. Elements of general relativity; curved spacetime, experimental tests, black holes, gravitational waves. Prerequisite: Physics 117A, Physics 197 or permission of the instructor.

Credit 1 unit. A&S: NS BU: SCI FA: NSM

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**L31 Physics 217. Introduction to Quantum Physics**

Theoretical and experimental basis for quantum mechanics, following the historical development of 20th-century physics. Failure of classical physics; the Bohr theory of the atom; the Heisenberg uncertainty principle; the Schrodinger equation; atomic and molecular structure. Prerequisites: Physics 117A-18A or Physics 197-198. Math 217 recommended as pre- or corequisite.

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L31 Physics 241. Select Topics in Physics II**

Topics of special interest (e.g., superconductivity, quasicrystals, neural networks, chaos, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure consent to undertake direction of the course from a faculty member.

Credit variable, maximum 3 units. A&S: NS BU: SCI FA: NSM

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**L31 Physics 242. Selected Topics in Physics II**

Topics of special interest (e.g., holography, relativity, nuclear power, computer applications in physics, etc.) may be studied under the supervision of a faculty member, variously by lectures,

seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member.

Credit variable, maximum 3 units. A&S: NS BU: IS FA: NSM

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**L31 Physics 312. Introduction to Astrophysics**

Introduction to modern astronomy and astrophysics: stellar structure and evolution, nucleosynthesis, galactic structure, cosmology. Prerequisite: Physics 117A-118A or Physics 197-198, or permission of instructor.

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L31 Physics 314. Physics of the Heart**

A lecture and demonstration course that may be of particular interest to premedical and life-science students. Basic physics of the human cardiovascular system. Elasticity of vessels: properties of elastin and collagen. Energetics of the circulation: arterial and venous blood pressure, total fluid energy, gravitational potential energy, kinetic energy. Streamline flow and turbulence: effects of stenosis. Static and dynamic energy consumption of the heart: cardiac efficiency, the tension-time integral, Laplace's law, Starling's law. Metabolism of cardiac muscle. Electrophysiology: the heartbeat and cardiac arrhythmias. The physics of phonocardiograms, echocardiograms and other non-invasive techniques for physical assessment of cardiac abnormalities, including ischemia and myocardial infarction. Models of mechanical properties: contractile element, series elastic and parallel elastic elements. Corequisite: Physics 118A, Physics 198 or permission of instructor.

Credit 3 units. A&S: NS BU: SCI EN: SU, TU FA: NSM

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**L31 Physics 316. Optics and Wave Physics Laboratory**

Introduction to optics and to treatment of experimental data. Experiments and lectures on refraction, interference, diffraction, polarization and coherence properties of waves with emphasis on light. Data analysis using statistical methods. Prerequisite: Physics 117A-118A or Physics 197-198.

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L31 Physics 318. Introduction to Quantum Physics II**

Application of elementary quantum principles to atomic and molecular physics, solid-state physics, and nuclear and particle physics. Prerequisite: Physics 217.

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L31 Physics 321. Electronics Laboratory**

Elements of linear and nonlinear circuits, amplifiers, feedback, with applications in experimental physics. Prerequisite: Physics 118A, Physics 198 or permission of instructor. Two three-hour laboratories and two one-hour lectures a week.

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L31 Physics 322. Physical Measurement Laboratory**

A variety of classical and modern experiments in physics including three experiments in nuclear radiation and four experiments with biophysical content. 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 reports on experiments. Corequisite: junior or senior standing. Two lab periods and one discussion period per week.

Credit 3 units. A&S: NS, WI FA: NSM

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**L31 Physics 341. Selected Topics in Physics III**

Topics of special interest (e.g., superconductivity, quasicrystals, neural networks, chaos, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure consent to undertake direction of the course from a faculty member.

Credit variable, maximum 3 units. A&S: NS BU: SCI FA: NSM

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**L31 Physics 342. Selected Topics in Physics III**

Topics of special interest (e.g., holography, relativity, nuclear power, computer application in physics, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member.

Credit variable, maximum 3 units. A&S: NS FA: NSM

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**L31 Physics 350. Physics of the Brain**

Concepts and techniques of physics are applied to study the functioning of neurons and neuronal circuits in the brain. Neurons and neural systems are modeled at two levels: (1) at the physical level, in terms of the electrical and chemical signals that are generated and transmitted, and (2) at the information-processing level, in terms of the computational tasks performed. Specific topics include: neuronal electrophysiology, neural codes, neural plasticity, sensory processing, neural network architectures and learning algorithms, and neural networks as dynamical and statistical systems. Course grade is based primarily on an individualized term project. Prerequisite: Physics 117A-118A, Physics 197-198, or permission of the instructor.

Credit 3 units. A&S: NS BU: SCI EN: SU, TU FA: NSM

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**L31 Physics 351. Introduction to Biomedical Physics**

Principles and application of key physical methods used in the diagnosis and treatment of diseases, and in biomedical research. Topics include interaction of radiation with living systems; fundamentals of optical and electron microscopy; imaging via X-rays,



magnetic resonance and ultrasound; and electrical properties of organs and cells. Prerequisite: Physics 117-118 or Physics 197-198.

Credit 3 units. A&S: NS BU: SCI FA: NSM

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### **L31 Physics 352. Physics of Biomolecules**

This course emphasizes the application of physical laws and concepts in understanding biomolecules and their interactions, and in developing tools to investigate their biological properties and functionalities. Topics include (1) a general introduction to biomolecules and cells, (2) physics of biopolymers as modeled by stochastic analyses, (3) transport processes in biological systems including diffusion, reaction kinetics, and "life at low Reynolds number," and (4) the physics of fluorescence and its contemporary applications to dynamics of biomolecules, such as optical tweezers. Prerequisite: Physics 117-118 or Physics 197-198. Some familiarity with thermodynamics; Chem 111A-112A recommended.

Credit 3 units. A&S: NS

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### **L31 Physics 355. Physics of Vision**

How do the eyes capture an image and convert it to neural messages that ultimately result in visual experience? This lecture and demonstration course covers the physics of how we see. The course is addressed to physics, premedical, and life-sciences students with an interest in biophysics. Topics include physical properties of light, evolution of the eyes, image formation in the eye, image sampling with an array of photoreceptors, transducing light into electrical signals, color coding, retinal organization, computing with nerve cells, compressing the 3-D world into optic nerve signals, inferring the 3-D world from optic nerve signals, biomechanics of eye movement, engineered vision in machines. The functional impact of biophysical mechanisms for visual experience is illustrated with psychophysical demonstrations. Corequisite: Physics 117A, Physics 197, or permission of instructor.

Credit 3 units. A&S: NS BU: SCI EN: SU, TU FA: NSM

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### **L31 Physics 360. Biophysics Laboratory**

This laboratory course consists of "table-top" experiments in biological physics that are designed to introduce the student to concepts, methods and biological model systems in biophysics. Most experiments combine experimentation with computer simulations. The list of available experiments includes electrophysiology, human bioelectricity, optical tweezers, ultrasonic imaging, mass spectrometer and viscosity measurements. Prior completion of Physics 117A-118A, Physics 197-198 or permission of instructor.

Credit 3 units. A&S: NS

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### **L31 Physics 400. Physical Science in 12 Problems**

Same as Chem 400

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Credit 1 unit. A&S: NS

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### **L31 Physics 411. Mechanics**

Motion of a point particle, rotational motion, oscillation, gravitation and central forces, Lagrangian and Hamiltonian formulation. Prerequisite: Physics 117A-118A or Physics 197-198, Math 217 or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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### **L31 Physics 421. Electricity and Magnetism**

Starting from Coulomb's law, the Biot-Savart law, and Faraday's law, the electrical and magnetic fields are defined and applied. Maxwell's equations are derived and their consequences, such as electromagnetic waves and relativity, are explored. Prerequisite: Physics 117A-118A or Physics 197-198, Math 217 or permission of instructor.

Credit 3 units. A&S: NS BU: SCI FA: NSM

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### **L31 Physics 422. Electricity and Magnetism II**

The second course in a two-part series covering the classical theory of electricity and magnetism leading to the derivation and application of Maxwell's equation. Topics in electrodynamics including Faraday's law, the displacement current and Maxwell's equations in vacuum and in matter are covered. Electromagnetic waves and radiation, special relativity and relativistic electrodynamics also are discussed. Prerequisite: Physics 421 or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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### **L31 Physics 427. Introduction to Computational Physics**

Lectures and hands-on experience in computational physics combining topics in numerical analysis, algorithms, statistics, visualization, and computer algebra with projects in contemporary areas of physics. Prerequisites: Physics 217 or equivalent and familiarity with a programming language.

Credit 3 units. A&S: NS FA: NSM

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### **L31 Physics 441. Selected Topics in Physics IV**

Topics of special interest (e.g., holography, relativity, nuclear power, computer applications in physics, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member.

Credit variable, maximum 3 units. A&S: NS BU: SCI FA: NSM

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### **L31 Physics 442. Selected Topics in Physics IV**

Topics of special interest (e.g., holography, relativity, nuclear power, computer applications in physics, etc.) may be studied under the supervision of a faculty member, variously by lectures,



seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member.

Credit variable, maximum 3 units. A&S: NS FA: NSM

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### **L31 Physics 450. Physics of the Brain**

Contents are the same as Physics 350. Also intended for graduate students. Includes a more sophisticated term project than Physics 350. Prerequisite: Physics 117A-118A or Physics 197-198, or permission of instructor.

Credit 3 units. A&S: NS BU: SCI EN: SU, TU FA: NSM

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### **L31 Physics 451. Advanced Laboratory I**

Applications of analog and digital electronics. Contents are the same as Physics 321 plus a term project. Intended for graduate students. Prerequisite: Physics 118A, an equivalent course or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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### **L31 Physics 452. Advanced Laboratory II**

Applications of analog and digital electronics and microprocessor techniques, followed by projects in modern physics with concurrent lectures on methods of experimental physics. Prerequisite: Physics 322 or permission of instructor. Two laboratories a week.

Credit 3 units. A&S: NS, WI FA: NSM

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### **L31 Physics 455. Physics of Vision**

Contents are the same as Physics 355. Also intended for graduate students. Includes a more sophisticated term project than Physics 355. Corequisite: Physics 117A, Physics 197 or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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### **L31 Physics 463. Statistical Mechanics and Thermodynamics**

Basic methods of classical and quantum statistical mechanics, thermodynamics and transport theory. Prerequisite: Physics 217 or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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### **L31 Physics 471. Quantum Mechanics**

Origins of quantum theory, wave packets and uncertainty relations, Schrodinger's equation in one dimension; step potentials and harmonic oscillators; eigenfunctions and eigenvalues; Schrodinger's equation in three dimensions; the hydrogen atom; symmetry; spin and the periodic table; approximation methods for time independent problems; quantum statistics. Prerequisite: Math 217, Physics 217, Physics 421 or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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### **L31 Physics 472. Solid State Physics**

Crystal structures, binding energies, thermal properties, dielectrics, magnetism, free electron theory of metals, band theory, semiconductors, defects in solids. Prerequisite: Physics 471.

Credit 3 units. A&S: NS FA: NSM

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### **L31 Physics 474. Introduction to Nuclear and Particle Physics**

Introduction to the standard model of particle physics, including symmetries, conservation laws, the weak interaction, the strong interaction, quark confinement and some more exotic ideas such as grand unified theories. Prerequisite: Physics 471.

Credit 3 units. A&S: NS FA: NSM

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### **L31 Physics 476. Astrophysics**

This is the first of a four-semester sequence in astrophysics, with two semesters of classical astrophysics of stars and stellar systems, followed by two semesters of high-energy astrophysics of cosmic rays, radio, X-ray and gamma-ray astronomies. Each of these is a self-contained course and may be attended by advanced undergraduates and graduate students. In the first semester we discuss observations of stars; stellar populations; physical processes in stars; birth, evolutions and death of stars; energy generation; nucleosynthesis; variable stars; supernovae; collapsed objects; solar neutrinos; helioseismology; and selected topics in galactic astrophysics, cosmology and exobiology. Additional reading assignments for students registered for Physics 576. Prerequisites: Physics 411, Physics 421 and Physics 463, or permission of the instructor.

Credit 3 units. A&S: NS FA: NSM

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### **L31 Physics 477. Physics of Finite and Infinite Nuclear Systems**

Quantum mechanics of finite and infinite systems of protons and neutrons. Interaction between nucleons. Independent-particle model of nuclei and shell structure. Contrast with atomic shell model. Isospin symmetry. Information from weakly and strongly interacting probes of nuclei. Nuclear decay properties and some historical context. Many-particle description of nuclear systems. Single-particle vs. collective phenomena. Properties of excited states. Bulk properties of nuclei. Nuclear and neutron matter. Role of different energy scales in determining nuclear properties: influence of long-range, short-range and medium-induced interactions. Pairing correlations in nuclear systems. Relevance of nuclear phenomena and experiments for astrophysics and particle physics. Prerequisites: Physics 318 or Physics 471, or permission of instructor.

Credit 3 units. A&S: NS

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**L31 Physics 478. From Black Holes to the Big Bang**

An introduction to general relativity. The goal is to illustrate important features of general relativity without the full-blown mathematics of Einstein's equations by restricting attention to spherically symmetric space times. Topics include: principle of equivalence; curved spacetime; spherical stars and black holes; the Big Bang model, observational cosmology. Prerequisite: Physics 411 or permission of instructor.

Credit 3 units. A&S: NS

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**L31 Physics 499. Honors Program**

Prerequisites: junior standing, an average grade of B or better, and permission of the chair of the Undergraduate Studies Committee.

Program and credit to be determined; maximum 6 units.

A&S: NS FA: NSM

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**Departmental website:** <http://www.physics.wustl.edu/>

## Arts & Sciences: Political Economy

The program in Political Economy offers students majoring in economics or political science an interdisciplinary second major that provides the opportunity to gain an understanding of the theoretical bases of both fields and to undertake research on current policy issues in political economy.

Students majoring in political science gain an appreciation of the deductive methods of economics and the role of economic forces in politics. Economics majors see the wider applicability of economic theory and learn how politics interact with economic behavior in the real world.

Central to the program is the senior seminar, taught by one of the faculty members of the Center in Political Economy. Enrollment in the senior seminar is restricted to seniors who are second majors in political economy and to senior economics and political science students with strong backgrounds in both fields. New theoretical developments and recent empirical studies in political economy form the foundation of the seminar. Students prepare term papers that demonstrate their ability both to understand theory and to apply it to substantive issues.

Students choosing political economy as a second major will be especially well prepared for graduate study in economics, political science, or business, and for both academic and nonacademic careers in policy analysis, business administration, law, governmental relations, and other fields. A student majoring in economics or political science who selects a second major in political economy is assigned an adviser from the program who assists in organizing the student's course of study.

### Director

#### Norman J. Schofield

William Taussig Professor of Political Economy  
Ph.D.s., Government and Economics; Littl D.; Doctorate in Economic Sciences, Essex University, Liverpool University, Université de Caen  
(Political Science & Economics)

### Endowed Professors

#### John Drobak

George Alexander Madill Professor of Law and Professor of Economics  
J.D., Stanford University  
(Law)

#### Randall Calvert

Thomas F. Eagleton University Professor of Public Affairs and Political Science  
Ph.D., California Institute of Technology  
(Political Science)

#### Douglass C. North

Spencer T. Olin Professor in Arts & Sciences  
Ph.D., University of California–Berkeley  
(Economics)

#### Robert A. Pollak

Hernreich Distinguished Professor of Economics  
Ph.D., Massachusetts Institute of Technology  
(Economics)

### Professors

#### Marcus Berliant

Ph.D., University of California–Berkeley  
(Economics)

#### William R. Lowry

Ph.D., Stanford University  
(Political Science)

#### Andrew D. Martin

Ph.D., Washington University  
(Political Science)

#### Gary J. Miller

Ph.D., University of Texas–Austin  
(Political Science)

#### John H. Nachbar

Ph.D., Harvard University  
(Economics)

#### Robert P. Parks

Ph.D., Purdue University  
(Economics)

#### Itai Sened

Ph.D., University of Rochester  
(Political Science)

### Associate Professors

#### Gaetano Antinolfi

Ph.D., Cornell University  
(Economics)

#### Brian Crisp

Ph.D., University of Michigan  
(Political Science)

#### Matthew Gabel

Ph. D., University of Rochester

(Political Science)

**Clarissa Rile Hayward**

Ph.D., Yale University  
(Political Science)

**Sunita Parikh**

Ph.D., University of Chicago  
(Political Science)

**John Patty**

Ph.D., California Institute of Technology  
(Political Science)

**Elizabeth Penn**

Ph.D., California Institute of Technology  
(Political Science)

**Andrew Rehfeld**

Ph.D., University of Chicago  
(Political Science)

**Andrew Sobel**

Ph.D., University of Michigan  
(Political Science)

## Assistant Professors

**Dawn Brancati**

Ph.D., Columbia University  
(Political Science)

**Pamela Jakiela**

Ph.D., University of California–Berkeley  
(Economics)

**Nathan Jensen**

Ph.D., Yale University  
(Political Science)

**Mona Krook**

Ph.D., Columbia University  
(Political Science)

**Stephanie Lau**

Ph.D., Yale University  
(Economics)

**Francis Lovett**

Ph.D., Columbia University  
(Political Science)

**Ryan Moore**

Ph.D., Harvard University  
(Political Science)

**Guillermo Rosas**

Ph.D., Duke University  
(Political Science)

**Melanie Springer**

Ph.D., Columbia University  
(Political Science)

**Margit Tavits**

Ph.D., University of Pittsburgh  
(Political Science)

**Robert W. Walker**

Ph.D., University of Rochester  
(Political Science)

## The Major in Political Economy

*Not available as a standalone major*

**Total units required:** 21

**Required course:**

Pol Econ 498. Senior Seminar in Political Economy

**Elective courses:**

At least 18 units of approved courses at the 300 level or above. None of the 18 units may be counted toward the first major, and no more than 3 of the 18 units may be earned in the department of the first major.

Economics majors must include among the 18 units of required credit at least 9 units of political science; political science majors must include at least 9 units of economics. Published prerequisites for courses numbered 300 and above must be fulfilled to satisfy the requirements for enrollment (including Econ 103B, 104B, 401, or 402). Econ 103B, 104B may not be counted toward the 18-unit requirement.

## Additional Information

**Honors Program:** Students with a strong record of academic achievement may apply for the Honors program at the end of the junior year. First majors in economics with the second major in political economy are asked to complete 12 units of political science, completing 21 rather than 18 hours in the second major. Three of the four political science courses required are to be completed at the 400 or 500 level. First majors in political science with the second major in political economy are asked to complete 12 units of economics, choosing either Price Theory (Econ 401)

or Income and Employment Theory (Econ 402), also completing 21 rather than 18 hours in the second major. Two of the four economics courses must be taken at the 400 level.

Honors students are also required to enroll in Honors Research (Pol Econ 488) and to complete a thesis (approximately 40 pages or 10,000 words) based on research undertaken under the supervision of one of the fellows of the Center in Political Economy. Interested students should see the director of the program to discuss research projects.

The program in Political Economy does not offer a minor.

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**L50 Pol Econ 413. Introduction to Econometrics**

Same as Econ 413

Credit 3 units. A&S: SS FA: SSP

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**L50 Pol Econ 435. Open Economy Macroeconomics**

Same as Econ 435

Credit 3 units. A&S: SS FA: SSP

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**L50 Pol Econ 451. Environmental Policy**

Same as Econ 451

Credit 3 units. A&S: SS BU: BA, ETH FA: SSP

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**L50 Pol Econ 458. The Theory of Property Rights**

Same as Econ 458

Credit 3 units. A&S: SS FA: SSP

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**L50 Pol Econ 467. Game Theory**

Same as Econ 467

Credit 3 units. A&S: SS FA: SSP

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**L50 Pol Econ 488. Honors Thesis Research**

Adviser's approval required.

Credit 3 units. A&S: SS

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**L50 Pol Econ 490. Independent Study**

Prerequisite: permission of department.

Credit variable, maximum 6 units.

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**L50 Pol Econ 495. Readings in Political Economy**

By arrangement with Political Economy faculty.

Credit variable, maximum 3 units.

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**L50 Pol Econ 498. Senior Seminar in Political Economy**

Special topics in the theory and applications of political economy. Property rights theory and topics from the theory of games, with applications to economic history, development politics, American political institutions and other fields. Each student is responsible for class presentation of research in one of these theoretical or applied areas. Required for the second major in Political Economy.

Credit 3 units. A&S: SS

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**L50 Pol Econ 499. Senior Honors Thesis**

Independent research for Honors thesis. Students individually investigate a topic under the supervision of a Political Economy faculty sponsor.

Credit 3 units.

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**Contact Person:**

Cherie Moore

**Phone:**

314/935-5630

**Email:**

cherie.moore@wustl.edu

**Departmental website:**

<http://cpe.wustl.edu/>

## Arts & Sciences: 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 you 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 studies; history; international studies; Jewish, Islamic, and Near Eastern studies; Latin American studies; philosophy; psychology; and women, gender, and sexuality studies.

### Chair

#### Andrew Martin

Professor

Ph.D., Washington University

### Endowed Professors

#### Randall Calvert

Thomas F. Eagleton University Professor of Public Affairs and Political Science

Ph.D., California Institute of Technology

#### James L. Gibson

Sidney W. Souers Professor of Government

Ph.D., University of Iowa

#### Norman J. Schofield

William Taussig Professor of Political Economy

Ph.D., Essex University

#### Steven S. Smith

Kate M. Gregg Professor of Social Sciences and Director of the Weidenbaum Center on the Economy, Government, and Public Policy

Ph.D., University of Minnesota

### Professors

#### Jeff Gill

Ph.D., American University

#### William R. Lowry

Ph.D., Stanford University

#### Andrew Martin

Ph.D., Washington University

#### Gary J. Miller

Ph.D., University of Texas–Austin

#### Itai Sened

Ph.D., University of Rochester

#### James Spriggs

Ph.D., Washington University

### Associate Professors

#### Brian F. Crisp

Ph.D., University of Michigan

#### Matthew Gabel

Ph.D., University of Rochester

#### Clarissa Hayward

Ph.D., Yale University

#### Nathan Jensen

Ph.D., Yale University

#### Sunita Parikh

Ph.D., University of Chicago

#### John Patty

Ph.D., California Institute of Technology

#### Elizabeth Maggie Penn

Ph.D., California Institute of Technology

#### Andrew Rehfeld

Ph.D., University of Chicago

#### Andrew Sobel

Ph.D., University of Michigan

#### Margit Tavits

Ph.D., University of Pittsburgh



## Assistant Professors

### Dawn Brancati

Ph.D., Columbia University

### Mona L. Krook

Ph.D., Columbia University

### Francis Lovett

Ph.D., Columbia University

### Ian MacMullen

Ph.D., Harvard University

### Ryan Moore

Ph.D., Harvard University

### Guillermo Rosas

Ph.D., Duke University

### Melanie Springer

Ph.D., Columbia University

### Robert Walker

Ph.D., University of Rochester

## Professors Emeriti

### Marvin J. Cummins

Ph.D., University of Colorado

### James W. Davis

Ph.D., University of Michigan

### John H. Kautsky

Ph.D., Harvard University

### John Sprague

Sidney W. Souers Professor Emeritus of Government

Ph.D., Stanford University

## 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, distributed as follows:

### Required courses:

- **Substantive Introductory Courses:** Six graded units must come from any two introductory classes offered in American politics, comparative politics, international politics,

or political theory. (Note: if you have Advanced Placement credit, you may be able to substitute an upper-level class for the related introductory course.)

- **Methodology Course:** Three graded units must come from the course Pol Sci 363 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 you to opt out of this class, but those credits will not count toward your political science major.)

### Elective courses:

- **Distribution Requirement:** 18 graded units must come from any six 300- or 400-level classes. Of these 18 units, you must complete at least one 3-unit course in three of the following five fields: American politics, comparative politics, international politics, political methodology, or political theory. (Note: Pol Sci 363 does not count toward this upper-level distribution requirement.)
- **Other courses :** A student's remaining graded units may be earned by any political science course or independent study. However, credits given for writing a senior thesis (see below) do not count toward the major.

**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). The successful completion of a subfield concentration will be listed on a student's transcript.

## Additional Information

**Transfer Credit:** No more than 6 units from the following may count toward the major: service learning, study abroad, summer school, teaching practicum, transfer credit, and University College.

**Senior Thesis/Capstone Option:** The department encourages serious students to pursue independent research by working toward a senior thesis. Students admitted to this program work closely with a faculty adviser for a full calendar year, beginning at the end of their junior year. Students writing a senior thesis receive 6 units of college credit for two semesters of work; however, this credit does not count toward the completion of the political science major. There is no GPA requirement for admission to the thesis program; all majors may apply.

To qualify to write a senior thesis, students must:

- Complete Pol Sci 363, 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 in the spring semester of their junior year;
- Complete a second methods course appropriate for their thesis by the start of their senior year (PS 495 does not count toward this requirement);
- Complete a subfield concentration (see above) by the end the fall of their senior year in the subfield appropriate for their senior thesis. At least two-thirds of the concentration must be completed by the end of their junior year;
- Apply during their junior year for admission into the program;
- Students planning to study abroad *and* write a senior thesis should take PS 363 in the fall of their sophomore year and should go abroad during the fall of their junior year. Students 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.

Although there is no GPA requirement for writing a senior thesis, an application is required. For more information, contact the department office.

**Senior Honors:** To graduate with Senior Honors, students must successfully complete a senior thesis and have the minimum grade point average specified by the College of Arts & Sciences.

## The Minor in Political Science

**Units required:** 15

### Required courses:

Students must take a minimum of 15 graded units of course work with a C– or better, including at least 9 advanced units.

### Additional Information

No more than 3 units may be counted from among the following: directed readings, direct research, teaching practicum, University College, or credits from another institution including study abroad.

#### L32 Pol Sci 101B. American Politics

This course provides an overview of the politics of the American system of government. Among the topics covered are the historical developments of American politics, federalism, political participation (voting, interest groups, parties), institutions (congress, the courts, the president), and public opinion. A theme underlying our examination of these and other topics is the fact that political actors are purposive in their strategic pursuit of various objectives. We

explore the many ways in which this aspect of political behavior impacts institutions and the interactions between political actors throughout the American political system.

Credit 3 units. A&S: SS BU: BA FA: SSP

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#### L32 Pol Sci 102B. Introduction to Comparative Politics

One of the primary goals of a course in comparative politics is to familiarize students with a broad array of political systems. The approach taken in this course can best be characterized as the active acquisition and use of a set of tools for looking at the political world. In other words, instead of putting emphasis on what textbook writers think political scientists know, in this course the emphasis is on “how we know what we know” and on building knowledge. This approach equips students with a set of tools to use long after the course is over. These comparative tools are focused on historical, recent and current events, and students are provided the opportunity to delve more deeply into a study of the parts of the world they find most interesting.

Credit 3 units. A&S: SS BU: BA, IS FA: SSP

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#### 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 are forms of international interaction. Movements 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 helps us understand the micro-foundations of the globalization of material and social relations.

Credit 3 units. A&S: SS BU: ETH, IS FA: SSP

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#### L32 Pol Sci 1041. Freshman Seminar: Introduction to Political Theory I

Why is democracy a good form of government? What if a benevolent dictator arose who wrote and enforced laws that were just and equitable? What if she honored the sanctity of human life and its flourishing, guaranteed a full range of liberties to her citizens — including political ones, such as the right of free speech and organization (but not including the right to rule)? Given the problems of most living democracies, why wouldn't this be a better regime than a democratic one? And are people really capable of governing themselves anyway? Why should we trust them so? In short, what's so special about “democracy” and its corresponding idol, “public opinion,” that people bow to them as hallowed virtues of a good society? In this class we provide a framework in which these and other central questions of political theory have been and can be addressed. This course is designed to introduce students to the main theoretical issues of Western political theory, including but not limited to the following concepts: justice, legitimacy, equality, democracy, liberty, sovereignty and the role of

history in the political and social world. In short, the questions are meant to explore the underlying assumptions and themes of contemporary politics and political science research today. The course is designed around the careful reading of primary text materials and engagement with contemporary problems of politics available on the front pages of any daily newspaper. Although designed as a two-semester class, students may enroll in either one or both. In this first semester, we lay out the fundamental themes of political theory in Plato's *Republic* and Aristotle's *Politics* asking, among other things, what justice is and what place democracy has among other forms of government. Passing briefly onto Augustine and Aquinas' struggles with religion and civil society, we emerge in modernity with Machiavelli's Prince and question whether the "good" and the political" are or ought to be different aims. We conclude the semester with the social contract theory of Hobbes and Locke in which political legitimacy is based on the terms familiar to citizens of modernity: the right to rule is somehow related to a citizen's consent to be governed. In the spring semester, we turn to the struggle that modernity and the Enlightenment raised for issues of politics, including that of history, nature, institution building and economics, guided by the texts of Rousseau, Hamilton and Madison, Tocqueville, Mill, Marx, Nietzsche, and Weber.

Credit 3 units. A&S: SS

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**L32 Pol Sci 106. Introduction to Political Theory**

This course offers an undergraduate-level introduction to the field of political theory. We focus on three major themes — social justice, power and freedom, and democracy — reading some canonical texts, such as Bentham's Introduction to the Principles of Morals and Legislation and Marx's Capital, but emphasizing contemporary works, such as those of John Rawls, Michael Walzer, Michel Foucault and Robert Dahl.

Credit 3 units. A&S: SS BU: BA

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**L32 Pol Sci 203c. Early Political Thought: Text and Tradition**

Same as Hum 203C

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L32 Pol Sci 226. The Immigrant Experience**

Same as AMCS 202

Credit 3 units. A&S: SS, CD BU: ETH, HUM FA: SSP

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**L32 Pol Sci 227. Just Do It! Skills That Turn Passion Into Policy**

The course focuses on skills related to the democratic expression of political rights and responsibilities. The course balances background knowledge of the issues with application. Students explore how to use coalition building and advocacy skills to relate to personal issues to public issues. Students research a current Missouri bill, create a strategic plan for its passage or failure, and prepare to give testimony on such bill in a mock House of Repre-

sentatives committee hearing. Students also learn about ethical dilemmas in policy and politics and create a plan for turning their passions into policy.

Credit 1 unit. A&S: SS

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**L32 Pol Sci 258. Law, Politics and Society**

This course is an introduction to the functions of law and the legal system in American society. The course material stresses the realities of the operation of the legal system (in contrast to legal mythology), as well as the continuous interaction and feedback between the legal and political systems. There are four specific objectives to the course: (1) to introduce students to legal concepts and legal theories; (2) to analyze the operation of the appellate courts, with particular emphasis on the U.S. Supreme Court; (3) to analyze the operation of American trial courts, especially juries and the criminal courts; and (4) to examine the linkages between culture and law. Not open to students who have previously taken Pol Sci 358.

Credit 3 units. A&S: SS

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**L32 Pol Sci 260. Game Theory in Science and Culture**

Introduces the major intellectual insights of game theory in a nontechnical fashion, and examines the influence game theory has had on geopolitics, social philosophy, psychology, art and the humanities. In addition to covering the basic machinery of the theory, the class participates in numerous illustrative classroom games; examines game theory in film, literature and literary criticism; sees how game theory has contributed to social theory; and learns about the background of game theory and its history and perception as a hoped-for tool in the Cold War. Grades based on problems, short essays, two short essay exams and participation.

Credit 3 units. A&S: SS

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**L32 Pol Sci 3001. Washington DC Colloquium**

Credit 1 unit.

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**L32 Pol Sci 3010. Gender and Politics**

This course surveys central topics in the study of gender and politics, covering such issues as women's participation in political parties and social movements, women as voters and candidates in political elections, feminism and the state, and gender and international politics. It draws on examples from various world regions and time periods to analyze similarities and differences across cases around the globe.

Credit 3 units. A&S: SS

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**L32 Pol Sci 3024. International Institutions**

This course surveys in historically and theoretically informed fashion the role of various international institutions in international relations. It addresses the fundamental question of the contribution of international institutions to world order. The course first traces the historical evolution of international organizations before turning

to international institutions since World War II. It then focuses on the following: the most important regional international organization, the European Union; the most important international organizations dealing with the issues of peace and security, the United Nations and NATO; and the major international economic institutions, the WTO, the IMF and the World Bank. Prerequisite: Pol Sci 103B (Introduction to International Politics).

Credit 3 units. A&S: SS BU: IS

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### **L32 Pol Sci 3031. Race and Ethnicity in American Politics**

This seminar discusses the continuing importance of race and ethnicity in American politics and the politics of racial minority groups in America. It examines the disadvantage minorities have in the American political structure, including problems with political participation. It examines how the structure and functions of the branches of government and its bureaucracy affect the aspirations of minorities. The roll of pressure groups on political structure is discussed. Additional discussion focuses on urban politics and tensions.

Credit 3 units. A&S: SS

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### **L32 Pol Sci 3070. Politics and Policymaking in the American States**

The American federal system is often overlooked in discussions about politics in the United States; however, state governments unquestionably touch the lives of Americans every day. As such, an education in American politics is not complete without serious examination of state governments and their political institutions. This course illuminates the importance of the American states in U.S. politics and policymaking by critically examining topics such as intergovernmental relations; the historical evolution of American federalism; the organization and processes associated with state legislative, executive and judicial branches; state elections; political parties; interest groups; and specific state policy areas such as budgeting, welfare, education and the environment. Prerequisite: Pol Sci 101B.

Credit 3 units. A&S: SS BU: BA

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### **L32 Pol Sci 3090. Civil War and Peace**

This course examines the causes and consequences of intrastate conflict as well as the potential solutions to it, drawing on examples from countries throughout the world, including Bosnia-Herzegovina, India, Iraq, Russia, Rwanda, Spain, etc. We consider many potential causes of intrastate violence, including ethnic and religious identities, economic and security concerns, elite manipulation, and international diffusion. In order to understand the challenges countries face recovering from violence, we subsequently examine different ways in which conflicts are conducted, as well as their consequences, including economic underdevelopment, rape, child soldiers and disease. Finally, using what we have learned about the causes and consequences of conflict, we

analyze the utility of different tools for managing intrastate conflict, including, but not limited to, minority representation, consociationalism, decentralization and partition.

Credit 3 units. A&S: SS BU: BA

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### **L32 Pol Sci 3093. Politics of the European Union**

This class is designed to introduce undergraduates at the junior and senior level to the history and politics of the European Union (EU) and European integration. In the first part of the class, students learn about the interplay of theory and practice in the history of European integration. In the second part, we study the institutions and decision-making processes with reference to the theoretical concepts developed earlier in the course. From there, we examine some of the key EU policies and their implementation. In the final two sections of the course, we look at constitutional politics, and some of the more recent policies and developments.

Credit 3 units. A&S: SS

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### **L32 Pol Sci 3103. Topics in Politics: Middle East Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S: SS BU: BA FA: SSP

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### **L32 Pol Sci 3115. Indian Barbie, Asian Tigers and IT Dreams: Politics of Globalization and Development in South Asia**

Same as IAS 315

Credit 3 units. A&S: SS, CD, SD BU: IS

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### **L32 Pol Sci 321. Comparative European Politics**

This course is designed to provide students with an introduction to politics in Europe, with a focus on national politics. The course has two main goals. One goal is that students acquire a general understanding of the institutions of democratic governance and how they affect how voters' preferences are translated into government policy. As most European states are variations of parliamentary democracies, we pay particular attention to the connection between voters and policy-makers 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.

Credit 3 units. A&S: SS BU: BA, HUM, IS FA: SSP

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### **L32 Pol Sci 3211. Public Opinion and American Democracy**

This course is about the salience of public opinion and its influence on American Politics. Topics covered include many of the theories developed to explain how public opinion is formed, if and why it changes, and the relationship between public opinion and the political behavior of citizens and elites. Therefore, the course describes and analyzes many of the factors that influence the formation, structure and variation in public opinion: informa-

tion processing, education, core values, racial attitudes, political orientation (ideology and party identification), political elites, social groups, the media and religion. Additional topics include presidential approval, congressional approval and the relationship between public opinion and public policy. The course also trains students in several concepts of statistical analysis (assuming no prior knowledge) so that students can use these tools as part of their own research projects. Prerequisite: previous course work in American politics or communications.

Credit 3 units. A&S: SS BU: BA FA: SSP

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### **L32 Pol Sci 3255. Development of the American Constitution**

The practical meaning of the Constitution has changed since 1787 — not only as a result of normal amendments and court interpretations, but also through normal politics and unconventional transformations. After initial discussion of the nature of the Constitution and of constitutional interpretation, the course examines important instances of such change processes. These have resulted in important reformulations, usually gradual but occasionally sudden, of executive branch powers, the judicial system, the electoral system, federalism, economic regulation and civil rights. The course then devotes special attention to several present-day issues of constitutional politics, such as presidential war powers, the use and misuse of secret agencies, the “unitary executive theory,” and the special constitutional significance of the Justice Department. Prerequisites: Pol Sci 101B American Politics. Formerly Pol Sci 3254 Constitutional Politics in the United States; students who have taken that class are not eligible.

Credit 3 units. A&S: SS BU: BA

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### **L32 Pol Sci 326B. Latin-American Politics**

This course is an introduction to the politics in Latin America, focusing on the trend toward the establishment of democracy. We examine the impact of political culture, economic development, and the legacy of authoritarian regimes on contemporary politics. The course also reviews many of the most pressing challenges confronting Latin-American governments: the role of the military in politics; the reform of political institutions; threats from radical guerrillas and drug traffickers; debt and economic restructuring; and relations with the United States. Country studies focus on Argentina, Brazil, Chile, Peru, Mexico and Nicaragua. Prerequisite: 100-level introductory course in Political Science or its equivalent in History or International and Area Studies.

Credit 3 units. A&S: SS BU: IS FA: SSP

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### **L32 Pol Sci 327B. African Politics**

A survey of politics in the states of sub-Saharan Africa. Major themes include the givens of African politics; the colonial inheritance; ethnicity, race and politics; religion and politics; forms and styles of rule and governance; pathologies and nonformal poli-

tics; and the international relation of African states. Requirements include two short papers and a written briefing on an assigned country.

Credit 3 units. A&S: SS BU: IS FA: SSP

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### **L32 Pol Sci 3280. Political Intolerance in World Politics**

This course is an investigation into the meaning, causes and consequences of political intolerance. The 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 as 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: SS BU: IS

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### **L32 Pol Sci 3292. Topics in Politics: Modern South Asian Politics**

This course focuses on the recent political history and development of South Asia. It begins with a review of the British colonial period and the Independence movement. The remainder of the course examines different political issues in India, Pakistan, Bangladesh and Sri Lanka. Topics include political mobilization; land reform; law and politics; social movements; religious and caste politics; the rise of religious nationalism; and political control of the economy. Course website: <http://artsci.wustl.edu/~polisci/parikh/asian/>.

Credit 3 units. A&S: SS BU: HUM, IS FA: SSP

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### **L32 Pol Sci 3293. Modern South Asian Politics**

Same as AMCS 3292

Credit 3 units. A&S: SS BU: IS

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### **L32 Pol Sci 3302. Politics and Policies of Immigration in the United States**

This class examines the history and politics of American immigration from colonial times to the present. It begins with an overview of the colonial period, then discusses the immigration waves of the 19th and early 20th centuries, and concludes with an examination of current topics and debates about immigration. Issues include racial, ethnic and class relations among groups; changes in immigration policies over time; comparative group experiences; transnational issues in immigration; and the impact of immigration on other American social and political processes and events. This class is a writing-intensive and modified version of Pol Sci



226/AMCS 202. Students who have taken that course should not take this course. Because this is a writing-intensive class, we also spend time studying research paper design and writing.

Credit 3 units. A&S: SS, WI

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### **L32 Pol Sci 331. Topics in Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S: SS BU: HUM FA: SSP

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### **L32 Pol Sci 331B. Gender and American Politics**

This course examines the ways in which issues pertaining to gender are salient in U.S. politics. The course is divided into four parts. First, we examine theoretical approaches to the study of gender and politics, including the use of gender as an analytical category and the relationship between gender, race, ethnicity and power. Second, we study gender-based social movements, including the suffrage and women's rights movements, women's participation in the Civil Rights Movement, the contemporary feminist and anti-feminist movements, the gay rights/queer movement and the women's peace movement. Third, we examine the role of gender in the electoral arena, in terms of how it affects voting, running for office and being in office. Finally, we examine contemporary debates about public policy issues, including the integration of women and gays in the military, sexual harassment, pornography and equal rights.

Credit 3 units. A&S: SS, SD BU: BA, ETH FA: SSP

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### **L32 Pol Sci 3321. Topics in Politics: Constitutionalism and Democracy**

An introductory analysis of a range of issues related to constitutions and democratic government. The main focus is on such theoretical questions as: Why do societies produce constitutions? Why do subsequent generations abide by them? What is the relationship between constitutional principles and democratic decision making? Who benefits from constitutional constraints?

Credit 3 units. A&S: SS BU: BA

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### **L32 Pol Sci 3325. Topics in Politics: Constitutional Politics in the United States**

The principal purpose of this course is to introduce students to the politics of constitutional interpretation. We first discuss the origins of the Constitution; the structure, operation and work of courts; and judicial decision making. Afterwards, we examine various areas of the law relating to institutional powers and constraints (e.g., federalism, presidential powers, Congressional authority). In so doing, we develop an understanding for the legal doctrine in each area of the law and also examine explanations for the legal change we observe.

Credit 3 units. A&S: SS BU: BA FA: SSP

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### **L32 Pol Sci 332B. Environmental and Energy Issues**

This course considers the major issues in these increasingly important areas of public policy. We discuss the importance of political processes and actors on such phenomenon as pollution, global warming, and wilderness protection. This course emphasizes the American experience but also considers international implications. Two lectures and one section meeting each week.

Credit 3 units. A&S: SS BU: ETH FA: SSP

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### **L32 Pol Sci 333. Topics in Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S: SS BU: BA FA: SSP

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### **L32 Pol Sci 336. Topics in Politics: American Elections and Voting Behavior**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S: SS BU: BA FA: SSP

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### **L32 Pol Sci 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.

Credit 3 units. A&S: SS BU: BA FA: SSP

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### **L32 Pol Sci 340. Topics in Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S: SS FA: SSP

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### **L32 Pol Sci 3401. Topics in Political Thought**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S: SS BU: ETH FA: SSP

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### **L32 Pol Sci 342. The American Presidency**

Consideration of part played by the president in American politics and public policy. The powers of the president; the staffing and organization of the executive office; the relations of the president with Congress, the bureaucracy and other participants in American politics; presidential elections. Recommended: Pol Sci 101B.

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L32 Pol Sci 344. Courts and Civil Liberties**

This course focuses on constitutional law principles in the Bill of Rights, and examines how Supreme Court decisions influence these principles in everyday life. We explore how the courts, and particularly the Supreme Court, have interpreted these rights in light of changing times and emerging issues. Topics include the First Amendment; free exercise of religion and the establishment clause; freedom of speech, assembly and association; freedom of the press; the Fourth Amendment and the rights of those accused and convicted of crimes; the right to privacy, including reproductive freedom and the right to die; equal protection and civil rights, including race, gender, sexual orientation; immigrants' rights and voting rights; and civil liberties after September 11. Recommended for the Liberal Arts and Business (LAB) Certificate.

Credit 3 units. A&S: SS BU: BA, ETH, HUM FA: SSP

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**L32 Pol Sci 3441. Defendant's Rights**

This course explores the operations of the American criminal justice system. Substantial emphasis on the constitutional rights accorded to the criminally accused. Readings consist primarily, but not exclusively, of Supreme Court cases.

Credit 3 units. A&S: SS BU: BA, ETH FA: SSP

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**L32 Pol Sci 3510. Topics in American Politics: The Supreme Court**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L32 Pol Sci 3551. The Welfare State and Social Policy in America**

How can we understand the recent debate about fundamental health care reform? Should social security be partially or wholly privatized? Was the 1996 welfare reform a success? Contemporary political questions frequently focus on the American welfare state and the social policies that compose it. The first half of this course describes the American welfare state broadly construed, places it in a comparative context, and elucidates major political science explanations for the size and scope of American social policy. We touch on several areas of social policy while constructing the generalized lenses through which particular political outcomes can be understood. The second part of the course then focuses on three major aspects of the American welfare state: health care, old age pensions, and policies related to work, poverty and inequality.

Credit 3 units. A&S: SS

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**L32 Pol Sci 3552. Political Economy of Democracy**

In the past few years, a number of important books have appeared that combine elements of economics reasoning and political science, in an effort to understand the wide variation in economic development in the world. This course deals with the logic apparatus underpinning these books. In addition, the course introduces the student to the theoretical apparatus that can be used to examine democratic institutions in the developed world, and the success or otherwise of moves to democratization in the less-developed world.

Credit 3 units. A&S: SS

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**L32 Pol Sci 357B. Gender and Politics in Global Perspective**

This course surveys central topics in the study of gender and politics, covering such issues as women's participation in political parties and social movements; women as voters and candidates in political elections; feminism and the state; and gender and international politics. It draws on examples from various world regions and time periods to analyze similarities and differences across cases around the globe.

Credit 3 units. A&S: SS, SD BU: HUM FA: SSP

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**L32 Pol Sci 358. Law, Politics and Society**

This course is an introduction to the functions of law and the legal system in American society. The course material stresses the realities of the operation of the legal system (in contrast to legal mythology), as well as the continuous interaction and feedback between the legal and political systems. There are four specific objectives to the course: (1) to introduce students to legal concepts and legal theories; (2) to analyze the operation of the appellate courts, with particular emphasis on the U.S. Supreme Court; (3) to analyze the operation of American trial courts, especially juries and the criminal courts; and (4) to examine the linkages between culture and law.

Credit 3 units. A&S: SS BU: BA, HUM FA: SSP

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**L32 Pol Sci 359. The Mathematics of Elections**

Voting procedures provide the most common means of aggregating the preferences of individuals into societal outcomes. These procedures play an integral role in our daily lives, from having a show of hands to decide which type of pizza to order for a club meeting, to electing a president. This course examines the effects that different voting procedures have on how groups make decisions. We evaluate electoral systems mathematically, by considering the various properties that procedures may or may not satisfy. A classic example is Arrow's Impossibility Theorem, which tells us that every electoral system must fail to satisfy one or more criteria of fairness or sensibility. In addition to Arrow's claim, we examine other legislative paradoxes and learn why the choice of electoral procedure is critical to our understanding of how "good"

and “bad” decisions can be made. We also discuss the comparative properties of electoral systems in operation, such as fairness, proportionality, representativeness and legitimacy.

Credit 3 units. A&S: SS

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### **L32 Pol Sci 3610. Legislative Politics**

This course is an introduction to the politics of the U.S. Congress and the federal lawmaking process. We focus on the behavior of individual legislators and the role they play in crafting federal legislation in policy areas such as health care, civil rights and the environment. In general we examine questions such as: Why do legislators behave as they do? Whose interests are being represented?

Credit 3 units. A&S: SS BU: BA

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### **L32 Pol Sci 362. Politics and the Theory of Games**

This course is intended to cover through analytical discussion and illustrations the basic concepts and major achievements of Game Theory in different subfields of research in the social sciences today. We discuss examples of the usefulness of cooperative and noncooperative game theory to the study of human behavior in general and political science and political economy in particular.

Credit 3 units. A&S: SS BU: BA FA: SSP

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### **L32 Pol Sci 363. Quantitative Political Methodology**

This is an introduction to research methodology and quantitative analysis for social scientists. Students are introduced to the logic of social scientific inquiry, and to the basic statistical tools used to study politics. Students learn and apply the following to answer substantive questions: measurement, descriptive analysis, correlation, graphical analysis, hypothesis testing, confidence intervals, analysis of variance and regression analysis. Major components of the course include learning how to collect, manage and analyze data using computer software, and how to effectively communicate to others results from statistical analyses. Students work collaboratively on research projects in which they pose their own questions, design a study, collect and analyze the data, and present their findings in a research paper.

Credit 3 units. A&S: SS, QA FA: SSP

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### **L32 Pol Sci 3690. Politics of International Trade**

In this course we study the relationship between international trade and domestic politics. We cover the basic models of international trade, the distributional consequences of international trade, the relationship between trade and economic development, an analysis of the trade protectionism (causes and consequences) and an analysis of international organizations related to international trade (special focus on the World Trade Organization). Prerequisite: Pol Sci 103B.

Credit 3 units. A&S: SS BU: IS

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### **L32 Pol Sci 3701. Topics in International Affairs: A Quantitative Look**

Same as ASTAT 370

Credit 3 units. A&S: SS, QA

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### **L32 Pol Sci 373. International Political Economy**

Analysis of the interplay of economics and politics in the world arena, focused primarily on the political basis of economic policies in both advanced and less-developed societies. Treating differing perspectives on the international economy, production, trade and finance, and international economic relations. Prerequisite: junior standing or permission of instructor.

Credit 3 units. A&S: SS BU: IS FA: SSP

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### **L32 Pol Sci 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.

Credit 3 units. A&S: SS, CD BU: IS FA: SSP

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### **L32 Pol Sci 3782. Topics in Comparative Politics: Terrorism and Political Violence**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S: SS BU: BA

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### **L32 Pol Sci 381. The Politics of Electoral Systems**

It is impossible to appreciate the variety of electoral systems used to select legislative bodies without taking a comparative perspective. We begin this course with a brief consideration of what goals political founders and reformers are pursuing when they design an electoral system. Then we define the conceptual dimensions along which electoral rules can vary. With these basic concepts in hand, we then study specific national cases to assess the impact of electoral laws on party systems, legislator behavior and interbranch relations. After completing a series of case studies, we return to a comparative perspective to discuss recent scholarly research in this field. This research conceives of electoral systems as incentive structures for voters, candidates, parties, and politicians. To wrap up the course, we return to the question of what founders and reformers can hope to achieve when selecting electoral systems.

Credit 3 units. A&S: SS, WI BU: BA

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### **L32 Pol Sci 389. Power, Justice and the City**

This course examines normative theoretical questions of power and justice through the lens of the contemporary city, with a particular focus on American urban life. It explores urban political economic problems, questions of racial hierarchy and racial injustice in the modern metropolis, and the normative and practical dilemmas posed by “privatism” in cities and their suburbs. In addi-

tion, the course devotes considerable attention to honing students' writing skills, through class assignments that stress rewriting and revising, and also through four in-class writing workshops devoted to formulating a thesis and making an argument; revising and rewriting; writing with style; and peer consultation.

Credit 3 units. A&S: SS, SD, WI BU: BA

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**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 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: SS BU: BA

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**L32 Pol Sci 391A. Democracy and Citizenship Seminar II**

What does it mean to be a citizen in a democratic society? What are the rights of citizenship and what are its responsibilities? How are the answers to these questions different for citizens of the United States of America, with its particular history, values and status in the world? Enrollment in this seminar is limited to freshmen who have been admitted to the Democracy and Citizenship Focus Program.

Credit 1 unit.

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**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 this course, we examine the origins of this view, focusing our attention on canonical works in the social contract tradition, by Thomas Hobbes (1588–1679), John Locke (1632–1704), 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: SS BU: BA

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**L32 Pol Sci 3920. Feminist Research Methods**

Same as WGSS 392

Credit 3 units. A&S: SS BU: ETH FA: SSP

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**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 Hegel, Marx, Tocqueville, John Stuart Mill and Nietzsche. Prerequisite: one previous course in political theory or political philosophy. The course is the third in a three-semester sequence on the history of political thought, and students are encouraged but not required to take the courses in chronological sequence.

Credit 3 units. A&S: SS BU: BA

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**L32 Pol Sci 400. Research Experience in Institutional Analysis**

Same as ISA 400

Credit 3 units.

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**L32 Pol Sci 4001. American Democracy and the Policy Making Process**

Credit 3 units.

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**L32 Pol Sci 4010. Pluralism, Liberalism and Education**

How should liberal democratic states respond to religious and cultural pluralism? In what ways is pluralism different from mere disagreement, and what normative implications does pluralism have for public policy? How can liberal states justify using their coercive power against a background of pluralism and in ways that systematically disadvantage certain religious and cultural groups in society? In particular, what is to be done when religious parents and the liberal state make conflicting judgments about the proper education of children? When should the state defer to parental judgments and what are the grounds for legitimately refusing to do so? Readings are taken from contemporary political philosophy. Prerequisites: Pol Sci 106, Pol Sci 107, Phil 340, or permission of instructor.

Credit 3 units. A&S: SS

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**L32 Pol Sci 4013. Negotiating Major Legislation in Congress**

This course examines the outcomes of the legislative process in the United States. The first third of the course examines key concepts and major determinants of the negotiation process: majority rule instability, agenda control, political parties, the amendment process and the uncovered set. The rest of the course examines the negotiations that led to some of the most significant legislation in the past 100 years, from the Federal Reserve Act of 1913 through the Voting Rights Act of 1965 to the immigration bill of 2006. Along with other assignments, each student writes

several drafts of a major research project on a major piece of legislation. Each research project examines the amendments offered, the strategic intentions of the amendments' sponsors, the agenda process and the role of party. Prerequisite: Pol Sci 101B.

Credit 3 units. A&S: SS, WI

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### **L32 Pol Sci 402. Topics in Political Thought**

Credit 3 units. A&S: SS

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### **L32 Pol Sci 4020. The Legal Landscape in a Changing American Society**

This course is designed to examine the qualitative relationship between transformations in law in America and the structure of American values and behavioral patterns and in the institutions and culture of American law. The materials cover the structural aspects of the legal system and its place in American society and not the law's doctrinal features (i.e., the specific substantive areas of the law). Rather the course examines how the organization and functioning of the law incorporates the values and changes in the American society. To achieve this, the course topics include: (a) Americans' perceptions of their legal institutions and agents; (b) changing links between law and the mass media; (c) concerns about the jury system; (d) the use (and abuse?) of litigation and its alternatives (Alternative Dispute Resolution); (e) inequalities in access to the legal system; and (f) the transformations within the legal profession, both in law firms and in the careers of attorneys.

Credit 3 units. A&S: SS

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### **L32 Pol Sci 4030. Political Theory of Education**

This course explores issues of authority, legitimacy, citizenship, freedom, and equality through contemporary readings in the political theory of education. What is to be done when parents, citizens, and educational experts make conflicting judgments about the proper education of children? When should the state defer to parental judgments and what are the grounds for legitimately refusing to do so? How should public schools aim to equip their students for the responsibilities of citizenship in a diverse liberal democratic state? What do the concepts of equality and equality of opportunity mean in the context of education, and (how) should governments pursue these values through education policy? We explore these issues through contemporary works of political theory as well as through considering a number of important U.S. court cases, including those dealing with the schooling of children from minority religious and cultural groups, affirmative action in university admissions, and school desegregation plans. Prerequisite: one previous course in political theory or political philosophy.

Credit 3 units. A&S: SS BU: ETH

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### **L32 Pol Sci 4040. Capstone Seminar in International Politics: Public Policy Responses to Global Poverty**

This course is designed for senior political science majors with a background in international politics (see prerequisites). In this course we examine the theoretical and empirical literature on the causes of global poverty and evaluate public policy responses from the international community. Topics include: foreign aid (including micro-finance), debt relief, trade reform, global health initiatives and private-public partnerships. Students are expected to have a strong theoretical background in the tools and concepts in political science and a strong interest in development topics. As a capstone class, the teaching style focuses on a student-centered classroom, where students run the class and help moderate discussions with outside speakers. Prerequisites: Pol Sci 103B, one advanced course in international politics, and a second advanced course in either international or comparative politics.

Credit 3 units. A&S: SS

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### **L32 Pol Sci 405. Topics in Political Thought**

Credit 3 units. A&S: SS BU: ETH FA: SSP

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### **L32 Pol Sci 4050. Political Representation**

In this class we study the concept of representation. Historically, how has representation been conceived? Conceptually, what should count as political representation, and must it always be democratic? As a normative problem, what should representatives do? And how should institutions be designed to foster these normative ends? Readings provide a broad overview of the subject and address enduring questions, including problems of minority representation, voting rights, and redistricting. Prerequisite: Pol Sci 106 or Pol Sci 107.

Credit 3 units. A&S: SS BU: ETH

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### **L32 Pol Sci 406. Topics in Political Thought**

Questions regarding the relationship between the state and civil society are among the most enduring in political science — and the most pressing in contemporary political practice. This course examines an array of texts in political theory and recent empirical studies of the relationship between state and civil society. Among the questions we address are the following: What kinds of groups "count" as being part of civil society? What is the relationship between the state and civil society in a democracy? Can we meaningfully distinguish between political associations and economic associations? What is the relationship between voluntary associations and the market? What is the purpose of civil society? This course focuses on close readings of the assigned texts and consideration of contemporary understandings of the topic. It is aimed at students interested in comparative politics, political philosophy and political economy.

Credit 3 units. A&S: SS FA: SSP

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**L32 Pol Sci 4070. Global Justice**

This course examines contemporary debates and controversies regarding global justice. Seminar discussions are arranged around significant issues in the current literature. For example: What (if anything) do we owe to the distantly needy? Do we have special obligations to our compatriots? Do political borders have normative significance? And so on. This course is of interest not only to political theorists, but also students in other fields interested in social justice or international relations generally.

Credit 3 units. A&S: SS

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**L32 Pol Sci 412. Directed Readings**

This is a course of readings in political science taken under the direction of an instructor in the department.

Credit variable, maximum 3 units. A&S: SS FA: SSP

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**L32 Pol Sci 413. Directed Research**

Research activities or project in political science done under the direction of an instructor in the department.

Credit variable, maximum 3 units. A&S: SS FA: SSP

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**L32 Pol Sci 414. Directed Fieldwork**

This course is a fieldwork project carried out under the direction of an instructor in the department.

Credit variable, maximum 9 units. A&S: SS FA: SSP

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**L32 Pol Sci 415. Senior Thesis Research**

Intensive research, conducted under the supervision and guidance of a faculty sponsor of the thesis.

Credit variable, maximum 3 units. A&S: SS FA: SSP

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**L32 Pol Sci 419. Teaching Practicum in Political Science**

This course is an opportunity for undergraduates to assist in course instruction, tutoring, and preparation of problems, readings, and exam materials with permission and under supervision of instructor. This course counts toward up to 6 hours of credit in an advanced field for the Political Science major.

Credit variable, maximum 3 units. A&S: SS FA: SSP

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**L32 Pol Sci 4212. Elections**

This course examines how politicians and policies are selected by citizens in democracies. The literature exploring the rules and procedures that govern elections is perhaps the most theoretically and empirically sophisticated body of knowledge in the study of politics. We explore how differences in these institutional rules across a variety of democracies shape the types of strategic choices voters make, the coalitions that legislators form, whose interests are represented, the structure of parties, the career paths of politicians, and the policies that governments pursue. We further investigate how, when and why electoral rules are changed with reference to several recent cases of electoral reform.

Credit 3 units. A&S: SS

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**L32 Pol Sci 4231. Contemporary Issues in Latin America**

How do the institutional designs of contemporary democratic governments help us understand the nature and quality of representation? We concentrate on variations in the powers granted presidents by constitutions as well as the institutional determinants of whether executives are likely to find support for their policies in the legislature. In addition, we explore how incentives established by electoral laws influence the priorities of members of congress. Given all these variations in democratic institutional design, can voters go to the polls with the confidence that politicians will implement the economic policies for which their parties have long stood or which they promised in their campaigns?

Credit 3 units. A&S: SS BU: IS FA: SSP

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**L32 Pol Sci 4241. Topics in American Politics: Race and Politics**

From the moment enslaved Africans were brought to American shores, race and racism has been central to the American political project. In this class we examine how notions of race and racism inform conceptions of citizenship, the allocation of state resources, the development of political parties, and political participation. We also examine the way that race and racism influence public opinion.

Credit 3 units. A&S: SS FA: SSP

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**L32 Pol Sci 426. Topics in American Politics: Politics of the Civil Rights Movement**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Prerequisite: Pol Sci 101B.

Credit 3 units. A&S: SS, SD FA: SSP

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**L32 Pol Sci 4260. Writing about Civil Rights**

The substantive goal of this course is to study the civil rights movement in order to learn more about the role of social movements, federalism, the legislative process, the presidency, political parties and the courts in American politics. This is a writing-intensive seminar, limited to 18 students, each of whom write three essays. Each student submits an early draft of each essay, which is edited and returned to the student for polishing. There are review sessions on grammar, punctuation, word usage and paragraph construction. The readings for the course include some of the best essays on the subject of civil rights by W.E.B. DuBois, Malcolm X, Martin Luther King, Jr. and others. Prerequisite: Pol Sci 101B.

Credit 3 units. A&S: SS, SD, WI

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**L32 Pol Sci 4281. Comparative Political Parties**

An introduction to theories and concepts used in the analysis of political parties in democratic regimes, with emphasis on the classic literature covering West European advanced industrial



democracies and the more recent scholarship on Latin-American party systems. The course illuminates the complex aims, consequences and characteristics of modern party politics.

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L32 Pol Sci 4331. Topics in Comparative Politics**

Credit 3 units. A&S: SS

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**L32 Pol Sci 4402. Topics in Political and Social Theory: Constitutionalism**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S: SS

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**L32 Pol Sci 4451. Contemporary Politics in India**

This seminar examines current topics and controversies in contemporary Indian politics. The course has three main foci: the links between politics and economic liberalization over the past two decades; the links between ascriptive identities such as religion, caste and gender and contemporary political processes, including ethnic and gender quotas; and the changes in party politics at the national and state levels that have accompanied the decline of Congress party dominance. Specific topics include the role of caste and religion in contemporary politics; the rise of state parties and its effects on federal relations; the effects of economic reform and globalization on economy and society; urbanization and migration flows; the rise of modern Hindu nationalism; and the links between collective violence and electoral politics.

Credit 3 units. A&S: SS, CD BU: IS

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**L32 Pol Sci 4504. Contemporary Democratic Theory**

Contemporary debates in democratic theory have produced a number of challenging and provocative accounts of how democratic institutions can and should work. In this course we analyze a number of competing theories of democracy and assess the similarities and differences among them. Although the course focuses primarily on theoretical issues, special attention is given to how empirical research in the social sciences on democratic institutions and procedures informs and clarifies these debates.

Credit 3 units. A&S: SS, WI FA: SSP

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**L32 Pol Sci 451. Topics in American Politics: Supreme Court**

This seminar has two purposes: to introduce students to the state of the art in studies of the Supreme Court and to cover a series of particular topics with emphasis on the major controversies within the field of law and the courts.

Credit 3 units. A&S: SS FA: SSP

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**L32 Pol Sci 4513. Topics in Politics: Criminal Law and Criminal Justice: Homicide**

Seminar investigates current controversies surrounding the homicide laws. Topics include the definitions of homicide and claims of self-defense, the controversies about admissions of evidence at various stages of prosecution, and the debates about the use of capital punishment (including the capital punishment of youths). Includes general academic readings, readings of recent court opinions, and guest discussants from the legal community.

Credit 3 units. A&S: SS, WI BU: BA FA: SSP

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**L32 Pol Sci 4522. Topics in American Politics**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S: SS FA: SSP

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**L32 Pol Sci 4551. Seminar in Political Economy**

This research seminar introduces the student to recent work on the political economy of democracy. We start with a historical account of the development of democratic institutions in Britain and the United States, and then continue with recent work on modeling elections. We compare elections in countries that make use of proportional electoral systems, such as Israel, with those such as the United States and Britain that are highly majoritarian. Finally, we discuss the forces of democratization and globalization. The required work for the seminar is a research paper approximately 20 pages (double-spaced) in length.

Credit 3 units. A&S: SS

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**L32 Pol Sci 4552. Comparative Political Economy**

This seminar introduces the student to aspects of social choice theory, applied to themes to do with the economic origins of democracy, democratization and the stability of social orders. We read and discuss a number of recent books: Acemoglu and Robinson, *Economic Origins of Dictatorship and Democracy*; North, Weingast, and Wallis, *Violence and Social Orders*; Przeworski, *Democracy and Development*; Ferguson, *The Ascent of Money*; and Collier, *Wars, Guns and Votes*. If time permits, we may discuss recent work by Stern, *The Economics of Climate Change*. Students are expected to work on two short research papers, either empirically or theoretically based, and make a presentation of their work near the end of the semester.

Credit 3 units. A&S: SS

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**L32 Pol Sci 4621. Politics and the Theory of Games**

This course covers basic primitives and more sophisticated tools of game theory as they are used in contemporary political science. It covers some issues of the forefront of contemporary research in game theory as the central analytical tool in studying the science of politics. The main substantive issues are the emergence of law



and order in society, markets vs. political mechanisms, and the distinctive characteristics of parliamentary vs. presidential democratic systems. The course also includes some real case studies, basic experiments and, in general, a lot of fun.

Credit 3 units. A&S: SS FA: SSP

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**L32 Pol Sci 4730. Political Economy of Multinational Enterprises**

In this class we explore the literature in political science and economics on the relationship between multinational enterprises and domestic governments. The four main themes of the course are: (1) defining and understanding multinational enterprises; (2) governments attracting and competing for multinationals; (3) the impact of multinationals on economic development and groups within society; and (4) attempts to regulate multinationals both domestically and internationally. Prerequisite: Pol Sci 102 or 103B.

Credit 3 units. A&S: SS

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**L32 Pol Sci 4731. Global Political Economy**

This course borrows on the insights of international relations scholarship and economic theory to develop a broad understanding of international economic relations. Specifically, this course attempts to address the following two sets of questions: (1) How do global economic relations fit into the broader category of international relations? How do the existing theories in international relations (liberalism, realism and Marxism) help us understand international economic relations between nation-states? (2) What are the effects of these international economic forces (trade, finance and multinational production) on domestic governments and societies?

Credit 3 units. A&S: SS BU: IS FA: SSP

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**L32 Pol Sci 475. Topics in International Politics: Terrorism and Guerilla Warfare**

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Credit 3 units. A&S: SS BU: IS FA: SSP

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**L32 Pol Sci 4761. Politics of International Finance**

In this course we examine the complex relationship between international finance, economic development and domestic politics by drawing on the recent scholarly literature in economics, political science and finance. The focus is on the theoretical literature on both the determinants of international financial flows and its effects on domestic societies. Specially, we focus on five forms of international finance: (1) international equity markets (stocks), (2) flows of foreign direct investment (multinational corporations), (3) currency markets (with a special focus on currency crisis), (4) international debt and (5) international aid.

Credit 3 units. A&S: SS FA: SSP

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**L32 Pol Sci 4792. Globalization and National Politics**

This seminar examines globalization and its interaction with national politics. The movements of ideas, capital, goods, services, production and people across national borders provide a skeletal framework for the global political economy. Politicians, policy makers and societies discover new opportunities, but also dilemmas, as expanding interdependence challenges traditional notions of sovereignty and national policy autonomy. Prerequisite: Pol Sci 102 or Pol Sci 103.

Credit 3 units. A&S: SS FA: SSP

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**L32 Pol Sci 480. Topics in International Politics: Growth and Development**

Credit 3 units. A&S: SS FA: SSP

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**L32 Pol Sci 491. Collection and Analysis of Qualitative Data**

This course covers basic techniques for collecting, interpreting and analyzing qualitative data. Students select a research project, collect appropriate qualitative data and conduct a preliminary analysis. Students learn how to gather several types of qualitative data, including participant observation and open- and closed-ended interviews. In addition, they evaluate and analyze primary data collected by others including oral histories, archival records, interview transcripts. We consider the advantages and disadvantages of non-randomly collected data, such as those gathered through ethnographic and archival methods. We assess the utility of building statistical datasets from such data, and students learn the basic techniques of using computer programs such as Nvivo and Atlas.ti for qualitative data. Biweekly assignments that focus on different aspects of collection and analysis are designed to help students produce a research paper as a final project.

Credit 3 units. A&S: SS

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**L32 Pol Sci 495. Research Design and Methods**

This course provides an introduction to qualitative and quantitative research methods in political science. Topics address issues related to theory building as well as theory testing. Technical issues related to these methods are not the focus of this course, as are theoretical issues regarding the advantages and disadvantages of the different approaches. Ultimately, the goal of this course is twofold: (1) to instruct students to critically analyze scholarly articles with particular attention to research design; and (2) to guide students in how to design an original research project. Both the reading assignments, including methodological and applied readings, and the written assignments are directed toward these goals.

Credit 3 units. A&S: SS

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**L32 Pol Sci 496. Game Theory and Collective Choice**

An introduction to models of collective choice important in political science, including game theory, the spatial voting model and axiomatic social choice theory. The course concentrates primarily on noncooperative game theory, whose main topics include: strategic and sequential forms, Nash equilibrium, solution by backward induction, imperfect information, repeated games; and applications to voting, campaigning, public goods, agenda design, bargaining and collective action. With noncooperative games as a foundation, the course then examines cooperative game theory (games in coalition form), voting as a social choice mechanism (including the median voter theorem and global cycling theorems), and social-choice possibility theorems (such as Arrow's Theorem). Prerequisite: Math 131 Calculus I or Pol Sci 5052 Mathematical Modeling, or equivalent .

Credit 3 units. A&S: SS

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## Arts & Sciences: Portuguese

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The Department of Romance Languages and Literatures offers course work in Portuguese. Portug 101 and Portug 102 are open to beginners with no previous experience in Romance languages. Portug 103 and 104 are offered for Spanish speakers. These are fast-paced classes that take advantage of the knowledge of the structure and vocabulary of Spanish. We offer two intermediate level courses: Portug 215 Reading and Conversation I and Portug 220 Reading and Conversation II. In an effort to strengthen Portuguese presence at the campus, we have a weekly informal conversational table (Holmes Lounge, Wednesdays at noon), at which all levels of proficiency are welcome.

For a list of affiliated faculty, please see the Department of Romance Languages and Literatures faculty page.

The Department of Romance Languages and Literatures offers course work in Portuguese; however there is no major in this area.

The Department of Romance Languages and Literatures offers course work in Portuguese; however there is no minor in this area.

### **L37 Portug 101. Portuguese I**

Introduction to Brazilian Portuguese language. The course emphasizes acquisition of communicative ability. It also covers basic grammar points through reading and writing activities. Classes are taught entirely in Portuguese. No prior experience in the language is required.

Credit 5 units. A&S: LA BU: IS

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### **L37 Portug 102A. Portuguese II**

Introduction to Brazilian Portuguese language. This second course in the Portuguese program emphasizes acquisition of communicative ability. It also covers basic grammar structures through reading and writing activities. Classes are taught entirely in Portuguese. Prerequisite: Portug 101 or permission of instructor.

Credit 5 units. A&S: LA BU: IS

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### **L37 Portug 103. Brazilian 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 Brazilian Portuguese. Classes are entirely taught in Portuguese and stress oral communication, basic use of grammar, reading and writing skills. Intermediate online placement exam in Spanish is required.

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

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### **L37 Portug 104. Brazilian Portuguese For Spanish Speakers II**

This course intends to offer a sequence in the learning process initiated in Portug 103. It is a fast-paced class, designated for Spanish speakers with the objective of improving conversational, writing and reading skills. Prerequisite: Portug 103 or permission of instructor.

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

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### **L37 Portug 215. Reading and Conversation I**

The goal of this course is to review and to enhance the content learned at the basic level. Through reading (we read three short contemporary Brazilian novels) and related conversational activities, students are expected to enrich their vocabulary, gain fluency and improve reading comprehension ability. Prerequisites: two college semesters of Portuguese or permission of instructor.

Credit 3 units. A&S: LA BU: IS

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### **L37 Portug 220. Reading and Conversation II: Intermediate Portuguese**

This course is a continuation of Portug 215, therefore an intermediate level in the Portuguese section. Its main goal is to improve students' reading proficiency, as well as to provide a class environment in which conversational skills can be practiced and made into a solid foundation. In addition, the class provides tools to expand vocabulary and promote a cultural understanding of Brazil. Prerequisite: Portug 215 or permission of instructor

Credit 3 units. A&S: LA

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### **Contact Person:**

Helene Abrams

### **Phone:**

314/935-5173

### **Email:**

hcabrams@wustl.edu

### **Departmental website:**

<http://rl.wustl.edu>

## Arts & Sciences: Praxis

The Praxis program provides an exciting opportunity to combine the analytical reading, writing, and thinking skills of a liberal arts education with the marketable skills required in the 21st century to take students into career paths of their own design.

**Eligibility Requirements:** The program is designed for students entering their sophomore year. Students must fill out an application for the program (available online at [praxis.artsci.wustl.edu](http://praxis.artsci.wustl.edu)) by the middle of the second semester of their freshman year. Students must have maintained at least a 3.0 grade point average in their first semester to be considered eligible.

**Faculty:** The Arts & Sciences faculty, from a wide variety of backgrounds, have helped to develop the program and are eager to teach, monitor, and mentor the Praxis students. In addition, leaders in business, nonprofit organizations, government, and the like, many of whom discovered the foundation for their success in liberal arts studies, will be lecturers in the signature Praxis courses.

**Focused Workforce Curriculum:** Not only does the Praxis program provide you with the foundation of a liberal arts education, the curriculum is designed specifically to provide you with many additional tools essential for your future in the world of work. Besides the specialized content of your particular field, you will be acquiring the expertise essential for your first job as well as for careers that may not yet exist:

- Analysis of multiple perspectives essential in the increasing globalization of our world
- Critical thinking
- Familiarity with quantitative analysis and methods
- Outstanding writing and speaking skills
- Foreign language literacy and culture
- Team and group work expertise and psychology
- Essential skills in traditional and emerging technology.

**Internships:** Your Praxis experience culminates in an internship taken normally at the end of your junior year that allows you to synthesize the tools and theories you 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. Your academic advisers, as well as each Praxis faculty member, assists you in tailoring your education to your own interests and goals. In particular, your own faculty mentor closely monitors your progress. The faculty and staff, you, and your fellow Praxis students form a supportive community that stimulates and encourages the highest standards of excellence in your studies and in your 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** (6 units)

**Required:** Econ 103B. Microeconomics

A second course in analytic skills (select one from below):

Econ 104B. Macroeconomics

Acct 2610. Principles of Financial Accounting

Phil 100G. Logic and Critical Analysis

**5. Quantitative Skills** (3 units)

**Required:** A course in statistics (select one from below):

Math 101. Quantitative Applications in Arts & Sciences

Math 1011. Introduction to Statistics

Math 2220. Elementary Probability and Statistics

Math 3200. Elementary to Intermediate Statistics and Data Analysis

STA 326. Methods and Reasoning in the Social Sciences I

Psych 300. Introductory Psychological Statistics

**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, or by petition (must be 300 level or above), namely:

Anthro 306B. Africa: Peoples and Cultures

Anthro 3322. Brave New Crops

Anthro 4517. Anthropology and Development

Econ 333. Economics of the European Union

Pol Sci 369. Topics in Public Policy

## 7. Internship (3 units)

As the capstone experience of the Praxis program, the internship allows students to put into practice the skills and knowledge learned in the Praxis curriculum. The Praxis internship is conducted with the mentorship of a sponsoring Praxis faculty member, and usually occurs by the end of the junior year. Students should contact the Praxis internship coordinator and have a faculty mentor in place before beginning the internship. It is not possible to fulfill the internship portion of the Praxis program with an internship that occurred before completing the majority of Praxis requirements, and the internship should consist of 135 hours.

Upon completion of the internship, there are two options available for students in order to fulfill the Praxis internship requirement. In conjunction with the approval of the faculty sponsor, the student submits a 10-page paper exploring the relevant issues and questions set by the sponsoring faculty. Depending on the topic, nature of the internship, and discretion of the sponsoring faculty, a daily journal may be submitted in lieu of the 10-page paper. For full details as to the requirements for this internship, contact Dean Kiefer at [jkiefer@wustl.edu](mailto:jkiefer@wustl.edu).

## Director

### Joy Kiefer

Assistant Dean  
Ph.D., Washington University  
(College of Arts & Sciences)

## Participating Faculty, 2010–12

### Kathleen Cook

Academic Coordinator  
Ph.D., Washington University  
(Anthropology)

### James W. Davis

Professor  
Ph.D., University of Michigan  
(Political Science)

### Troy DeArmitt

Research Technologist  
B.A., University of North Carolina–Charlotte  
(Law)

### Robert W. Duffy

Lecturer  
A.B., Washington University

### Howard Lerner

Adjunct Lecturer

M.A., University of Missouri

### Gary Miller

Professor  
Ph.D., University of Texas at Austin  
(Political Science)

The Praxis program is not a major program. It is designed for students entering their sophomore year and is available by application only. Students must apply online at [praxis.artsci.wustl.edu](http://praxis.artsci.wustl.edu) by the middle of the second semester of their freshman year.

The Praxis program is not a minor program. It is designed for students entering their sophomore year and is available by application only. Students must apply online at [praxis.artsci.wustl.edu](http://praxis.artsci.wustl.edu) by the middle of the second semester of their freshman year.

### L62 Praxis 101. Freshman Seminar: Bad Leadership

This course explores the theory and practice of leadership from a neglected side — the bad side. The course offers an interdisciplinary approach. Anthropological methods are used in order to understand the typologies, social behaviors and practices associated with bad leadership. Key topics include an exploration of the definition of bad leadership, circumstances in which it appears, and its implications for leadership. The course also explores the psychology of bad followership and the role of followers in the acceptance and persistence of bad leaders in a variety of social and organizational contexts.

Credit 1 unit. A&S: SS BU: BA

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### L62 Praxis 105. Psychology of Young Adulthood: College Years

Same as Psych 105  
Credit 1 unit.

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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.

Credit 3 units. A&S: SS BU: BA

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**L62 Praxis 207. Fluency in Sociotechnology**

This course studies the fundamentals of technology and how that technology is effectively implemented in organizations and affects human interactions and processes. We consider much of Microsoft Office: Excel, Access and PowerPoint and how the presentation of data in these forms affects our decision-making processes and how humans interact using these technologies. We also develop web skills with a close look at how presentation of information and data in general functions or does not function based simply on how it is presented.

Credit 2 units. A&S: SS

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**L62 Praxis 225. Presentation Matters: The Art and Science of Visually Using Technology**

This course seeks to add in-depth sophistication to the functional skills acquired in one of the Praxis core courses, Fluency in Sociotechnology. Through interdisciplinary reading and exercises, the course illustrates to students that not all visual messages are created equal even when they contain the same information. For example, the most commonly used presentation tool, Microsoft PowerPoint, is routinely used in ways that misrepresents the data it is meant to explain. Organizations often create confusing and complicated spreadsheets that produce numerous and costly errors, the very thing the software is meant to eliminate. Furthermore, websites are regularly so difficult to navigate and use they unknowingly hemorrhage profits and customers, the two things the technology is designed to attract. In this course, students learn the social, psychological and organizational implications of using these technologies so they may become more skillful and effective practitioners.

Credit 3 units. A&S: SS

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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 in the Praxis Program.

Credit 3 units. A&S: LA

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**L62 Praxis 286. So You Want to Be an Entrepreneur? Building the Innovative Mind Through Liberal Arts**

It is a little-known truth that more entrepreneurs come out of Arts & Sciences than any other college. This course begins by exploring why this is so, examining in particular the creative and innovative

qualities developed in liberal arts that are crucial to the success of the entrepreneur. We then move on to examine entrepreneurs in action, hearing from those in the field and reading of others, learning how the liberal arts proved instrumental in various ways to their development and ultimate success as entrepreneurs.

Credit 3 units. A&S: TH

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**L62 Praxis 367. Seminar in Positive Psychology**

Same as Psych 367

Credit 3 units. A&S: SS FA: SSP

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**Contact Person:**

Dean Kiefer

**Email:**

[jkiefer@wustl.edu](mailto:jkiefer@wustl.edu)

**Departmental website:**

<http://praxis.artsci.wustl.edu>



## Arts & Sciences: Psychology

Psychology allows you to examine in depth the study of behavior in the areas of:

- Aging and development
- Biological bases of behavior
- Brain-behavior interactions
- Clinical and abnormal psychology
- Cognition
- Cognitive neuroscience
- Learning and memory
- Personality
- Sensation and perception
- Social interactions

The psychology department at Washington University has particular strengths in the areas of:

- Aging
- Human development
- Cognitive neuroscience
- Learning and operant conditioning
- Neuropsychology
- Personality and psychopathology
- Sensory processes in vision and audition
- Social theories of self and social processes

Opportunities for undergraduates include:

- Research involvement with faculty members
- Supervised internships with community service agencies
- Practicum in Applied Behavior Analysis
- Study abroad
- Supplemental concentrations within the major
- Senior Honors
- Membership in Psi Chi, the national honor society in psychology

### Chair

#### **Randy J. Larsen**

William R. Stuckenberg Professor of Human Values and Moral Development  
Ph.D., University of Illinois

### Associate Chair

#### **Michael J. Strube**

Professor  
Ph.D., University of Utah

### Endowed Professors

#### **John Baugh**

Margaret Bush Wilson Professor in Arts & Sciences  
Ph.D., University of Pennsylvania

(African and African-American Studies, Anthropology, Education, English)

#### **Pascal R. Boyer**

Henry Luce Professor of Individual and Collective Memory  
Ph.D., University of Paris–Nanterre  
(Anthropology)

#### **Steven E. Petersen**

James S. McDonnell Professor of Cognitive Neuroscience  
Ph.D., California Institute of Technology  
(Neurology and Neurological Surgery)

#### **Thomas F. Oltmanns**

Edgar James Swift Professor of Arts & Sciences  
Ph.D., State University of New York–Stony Brook

#### **Henry L. Roediger, III**

James S. McDonnell Distinguished University Professor  
Ph.D., Yale University

#### **Rebecca A. Treiman**

Burke and Elizabeth High Baker Professor of Child Developmental Psychology  
Ph.D., University of Pennsylvania

### Professors

#### **Richard A. Abrams**

Ph.D., University of Michigan

#### **David A. Balota**

Ph.D., University of South Carolina

#### **Deanna M. Barch**

Ph.D., University of Illinois, Urbana–Champaign

#### **Todd Braver**

Ph.D., Carnegie Mellon University

#### **Leonard S. Green**

Ph.D., State University of New York at Stony Brook

#### **Larry L. Jacoby**

Ph.D., Southern Illinois University–Carbondale

#### **Robert F. Krueger**

Ph.D., University of Wisconsin–Madison

#### **Michael Merbaum**

Ph.D., University of North Carolina–Chapel Hill

**Mark A. McDaniel**

Ph.D., University of Colorado

**Mitchell Sommers**

Ph.D., University of Michigan

**Martha Storandt**

Ph.D., Washington University

**Denise E. Wilfley**

Ph.D., University of Missouri

## Associate Professors

**Brian D. Carpenter**

Ph.D., Case Western Reserve University

**Ian G. Dobbins**

Ph.D., University of California–Davis

**Janet M. Duchek**

Ph.D., University of South Carolina

**Sandra S. Hale**

Ph.D., University of Wisconsin–Milwaukee

**Kristen C. Kling**

Ph.D., University of Wisconsin–Madison

**Alan J. Lambert**

Ph.D., University of Illinois, Urbana–Champaign

**Kathleen B. McDermott**

Ph.D., Rice University

**Desirée A. White**

Ph.D., Washington University

**Jeffrey M. Zacks**

Ph.D., Stanford University

## Assistant Professors

**Denise P. Head**

Ph.D., University of Memphis

**Brett Kessler**

Ph.D., Stanford University

**Lori Markson**

Ph.D., University of Arizona

**Thomas L. Rodebaugh, III**

Ph.D., University of North Carolina–Chapel Hill

**Simine Vazire**

Ph.D., University of Texas at Austin

## Adjunct Professors

**Robert Carney**

Ph.D., Washington University  
(Psychiatry)

**Kenneth Freedland**

Ph.D., University of Hawaii  
(Psychiatry)

**Barry Hong**

Ph.D., Saint Louis University  
(Psychiatry)

**Patrick Lustman**

Ph.D., Michigan State University  
(Psychiatry)

**Marcus E. Raichle**

M.D., University of Washington  
(Radiology)

**Eugene Rubin**

M.D., Ph.D., Washington University School of Medicine  
(Psychiatry)

**James V. Wertsch**

Marshall S. Snow Professor in Arts & Sciences  
Ph.D., University of Chicago  
(Anthropology, International and Area Studies, Education)

## Adjunct Associate Professors

**C. Robert Almi**

Ph.D., Michigan State University  
(Occupational Therapy)

**John Newcomer**

M.D., Wayne State University  
(Psychiatry)

**John Rohrbaugh**

Ph.D., University of Illinois  
(Psychiatry)

**R. Keith Sawyer**

Ph.D., University of Chicago

(Education)

## Research Professor

### Joel Myerson

Ph.D., Arizona State University

## Lecturers

### Arpana Agrawal

Ph.D., Virginia Commonwealth University

### Amy D. Bertelson

Ph.D., Ohio State University

### Joachim Faust

Ph.D., University of Kansas

### Patricia Cooper

Ph.D., Washington University

### Delores Kennedy

Ph.D., Pennsylvania State University

### Pascale Michelon

Ph.D., University of Lyon, France

### James D. Reid

Ph.D., Fordham University

### Heather Rice

Ph.D., Duke University

### Robinson Welch

Ph.D., University of Missouri–Columbia

## Professors Emeriti

### Stanley Finger

Ph.D., Indiana University–Bloomington

### Richard M. Kurtz

Ph.D., University of Cincinnati

### Anthony Schuham

Ph.D., Washington University

### Robert L. Williams

Ph.D., Washington University

## The Major in Psychology

**Total units required:** 28 units, of which at least 22 must be at the 300 level or above.

### Required courses:

- Psych 100B (Introduction to Psychology) is a prerequisite for all upper-level courses (numbered 300 and above). Exemption from Psych 100B is possible in the following circumstances:
  - Completion of an equivalent course transferred from another institution, if approved by the Director of Undergraduate Studies.
  - An AP Psychology test score of 5 or IB score of 6 or 7. (*N.B.* AP or IB earns *exemption* from Psych 100B, but no credit.)
- Psych 300. Psychological Statistics
- Psych 301 or 3011. Experimental Psychology

**Elective courses:** At least one course from each of the following three categories:

### **Social/Developmental:**

Psych 315. Social Psychology  
Psych 321. Developmental Psychology  
Psych 325. Psychology of Adolescence  
Psych 326. Psychology of Aging  
Psych 427. Social Gerontology

### **Personality/Abnormal:**

Psych 353. Personality  
Psych 314. Behavioral Modification and Self-management  
Psych 354. Abnormal Psychology  
Psych 357. Introduction to Clinical Psychology  
Psych 3195. Abnormal Child Psychology

### **Behavior, Brain, and Cognition:**

Psych 330. Sensation and Perception  
Psych 3401. Introduction to Biological Psychology  
Psych 360. Cognitive Psychology  
Psych 3604 or 4604. Cognitive Neuroscience  
Psych 361. Psychology of Learning  
Psych 380. Human Learning and Memory  
Psych 433. Psychology of Language

No more than 6 units from the following categories may be used to satisfy the minimum requirements for the psychology major:

- Psych 225. Internship in Psychology
- Psych 235. Practicum in Applied Behavior Analysis
- Psych 500. Independent Study
- Psych 498 and 499. Honors
- Approved Study Abroad
- University College-approved psychology classes

- Cross-listed, not psychology home-based classes
- 100/200-level classes (other than 100B)
- Transfer classes (students transferring from another college, see 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 psychology department for their applicability toward the major. At least 15 units of course work in psychology must be completed at Washington University to earn a major.

**Senior Honors** : The primary goal of the Honors Program in Psychology 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, you must meet the following requirements:

- Overall and psychology GPAs # 3.5
- Completion of both Psych 300 and 301 (or 3011)
- Have an approved honors research adviser.

## The Minor in Psychology

**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 Psychology, all of which must be at the 300-level or above.

## Additional Information

No more than 3 units of a previously approved cross-listed course originating outside the Department of Psychology, an approved psychology course taken in University College, an approved psychology course taken at another university, or an independent study-type course (e.g., Psych 500) may count toward the minor. (Transfer students must complete at least 9 advanced units of home-based Psychology courses at Washington University.)

For those who have a broad or general interest in psychology, we recommend taking several courses from the three core areas (i.e., Social/Developmental; Personality/Abnormal; and Behavior, Brain, and Cognition).

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 Personality (Psych 353), Abnormal Psychology (Psych 354), Learning (Psych 361), Developmental (Psych 321), and Behavior Modification and Self-

Management (314). A student wishing to pursue a specialization in experimental psychology/neuroscientific bases of behavior might select from such classes as Biological Psychology (Psych 3401), Psychology of Learning (Psych 361), Sensation and Perception (Psych 330), Cognitive Psychology (Psych 360), Cognitive Neuroscience (Psych 3604), and consider doing Independent Study (Psych 500).

### L33 Psych 100B. Introduction to Psychology

A survey and analysis of concepts, theory and research covering the areas of learning, memory, social, abnormal, clinical, physiological and sensory psychology. This is a general survey course designed to introduce students to the diversity of areas, approaches and theories that comprise the study of mind and behavior. Psych 100B is required of all majors and is prerequisite to all upper-level courses in Psychology. Open to freshmen. Note: For students enrolled in Psych 100B who are interested in exploring a few areas of Psychology within a seminar format, see the companion course, Psych 102 Seminar: Introduction to Psychology.

Credit 3 units. A&S: SS BU: BA FA: SSP

### L33 Psych 102. Seminar: Introduction to Psychology

This seminar enables students enrolled in Introduction to Psychology (Psych 100B) to explore in greater depth several of the ideas and concepts in contemporary psychology. Open to freshmen who are concurrently enrolled in Psych 100B or completed Psych 100B. Also open to sophomores who are concurrently enrolled in Psych 100B. Sections are limited to 15 students. Credit 1 unit. A&S: SS FA: SSP

### L33 Psych 104. Cognitive Illusions: Understanding Distortions in Perceiving, Remembering and Thinking

Cognitive processes (such as perceiving, attending, remembering, judging and predicting) are critical for keeping us in touch with our environments and for deciding what actions we take. Although these processes usually are accurate, they also are subject to error. Cognitive illusions are the systematic errors people make in perceiving the world, remembering events from the past, and thinking and reasoning about the future. This course explores these cognitive distortions, what they tell us about how the mind works, and practical challenges they pose. For example, if a witness cannot accurately remember the face of an individual who committed a crime, an innocent person might be convicted. If a pilot is subject to perceptual distortions while flying, an accident may result.

Credit 3 units. A&S: SS BU: BA

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**L33 Psych 105. Psychology of Young Adulthood: College Years**

This course covers selected topics relevant to the developmental, social, personal and cognitive issues confronting young adults during their college years. Material is drawn mainly from the field of psychology, and the emphasis is 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. Freshman standing — entering first-year undergraduates only.

Credit 1 unit.

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**L33 Psych 109. Research Seminar in Psychology**

Weekly presentations by various members of the psychology faculty; introduces students to research areas and current issues. Attendance at all lectures required. Open to freshmen and sophomores only. Prerequisite: Psych 100B. Credit/no credit only.

Credit 1 unit. A&S: SS FA: SSP

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**L33 Psych 204. Psychobiography**

Exploration of the use of psychological perspectives in the in-depth study of the life of an individual, with a focus on historical, literary and artistic figures. We examine how research is conducted, and how one writes a narrative account of a life. After looking at essays describing what is involved in investigating an individual life, we read psychological studies of such figures as Franklin and Eleanor Roosevelt; William, Henry, and Alice James; Woodrow Wilson; Mohandas Gandhi; Sigmund Freud; Edith Wharton; and Frank Lloyd Wright. The main project in the course for each student is the writing of a study of an individual life. Prerequisite: Psych 100B.

Credit 3 units. A&S: SS BU: BA

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**L33 Psych 221. Introduction to Memory Studies**

This course focuses on memory not only as an individual phenomenon but also as the basis for the transmission of culture and the construction of collective identity. We survey such topics as experimental methods and findings in the study of individual memory; questions of accuracy and vividness of memory and witness reports; repressed memories; transmission of cultural norms and identity through narratives; shared historical memories; individual trauma and historical upheaval; revision of the past and political usage of collective memory.

Credit 3 units. A&S: SS BU: BA

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**L33 Psych 222. Human Memory from Neurons to Novels: How Scientists and Other Scholars Study Memory**

Introduces students to the different methods used in the study of memory, from neuroscience to anthropology and from experimental psychology to literary studies and history. We consider how a historian works from documents and sources, how a neuroscien-

tist explains the details of particular experimental findings, how an anthropologist comments on the connections between historical past and individual identity in a particular place, and how a cognitive psychologist uses laboratory result to understand memory function. Prerequisites: Psych 221, Psych 100B.

Credit 3 units. A&S: SS BU: BA

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**L33 Psych 225. Internship in Psychology**

An opportunity to gain supervised, applied experience in a nonacademic, community service agency. For a description of prerequisites, goals, agency selection, registration policies and course requirements, obtain a copy of *A Guide to Internships in Psychology* online at <http://www.artsci.wustl.edu/~psych/undergrad.html> or available outside of room 221 and room 419A, Psychology Building. In addition to work at their internship site, students are required to meet regularly with the internship coordinator. This course can be taken only once. CBTL course. Credit/no credit only.

Credit 3 units. FA: SSP

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**L33 Psych 234. Introduction to Speech and Hearing Sciences and Disorders**

Same as Educ 234

Credit 3 units.

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**L33 Psych 235. Practicum in Applied Behavior Analysis: Autism/PDD**

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. CBTL course.

Credit 3 units. FA: SSP

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**L33 Psych 300. Introduction to Psychological Statistics**

Descriptive statistics including correlation and regression. Inferential statistics including nonparametric and parametric tests of significance through two-way analysis of variance. Course emphasizes underlying logic and is not primarily mathematical, although knowledge of elementary algebra is essential. Prerequisite: Psych 100B.

Credit 3 units. A&S: NS, QA FA: NSM

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**L33 Psych 301. Experimental Psychology**

This course provides training in the logic and techniques of psychological research so as to provide students with experience in the design of psychology experiments and interpretation of results. Topics include experimental design and control, library research, quantitative treatment of data, graphical presentation of results, and clarity of scientific writing. Lectures focus on general principles of experimentation while 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 of his or her own design under supervision of a faculty member. Prerequisites: Psych 100B and 300.

Credit 4 units. A&S: NS BU: BA FA: NSM

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**L33 Psych 3011. Experimental Psychology**

Course is limited to students who have not taken Psych 300 and want to enroll in Psych 300 and Experimental Psychology concurrently. Therefore, students who enroll in Psych 3011 also must register for Psych 300. Psych 3011 fulfills the Psych 301 requirement for the major. Topics in the two courses (i.e., Psych 300 and Psych 3011) are coordinated in order to integrate the concepts from Statistics course with those from Experimental Psychology course. Experimental Psychology provides training in the logic and techniques of psychological research so as to provide students with experience in the design of psychology experiments and interpretation of results. Topics include experimental design and control, library research, quantitative treatment of data, graphical presentation of results, and clarity of scientific writing. Lectures focus on general principles of experimentation while the laboratory component provides an introduction to a range of psychological phenomena through hands-on experience in experimentation. Each student also completes an independent research project of his or her own design under supervision of a faculty member. Enrollment limited to 15 students. Concurrent enrollment in Psych 300 Section 02 is required.

Credit 4 units. A&S: NS BU: BA

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**L33 Psych 304. Educational Psychology**

Same as Educ 304

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L33 Psych 3091. Lesbian, Gay, Bisexual Identity Development**

Examination of sexual orientation and identity. Topics: historical perspectives, gender socialization, identity formation across the life span, cultural prejudices, the liberation movement, and recent legal changes affecting stigmatized minorities. Prerequisite: Psych 100B

Credit 3 units. A&S: SS, SD BU: BA FA: SSP

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**L33 Psych 314. Behavior Modification and Self-management**

Provides an overview of behavior modification and its applications for behavior change in various personal and social contexts. An important focus is on how behavioral tools can be used to enhance the personal change process leading to effective self-improvement. Prerequisite: Psych 100B. Enrollment limited to 15.

Credit 3 units. A&S: SS BU: BA

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**L33 Psych 315. Introduction to Social Psychology**

Introduction to the scientific study of individual behavior in a social context. Topics: person perception; stereotyping and prejudice; attitudes; memory; and political psychology, among other issues. Prerequisite: Psych 100B.

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L33 Psych 3195. Abnormal Child Psychology**

This course familiarizes students with current perspectives on the nature, causes, assessment, treatment and prevention of child psychiatric disorders and related family dysfunction. Theoretical perspectives and research findings are discussed pertaining to anxiety, depression, conduct disorder, attention-deficit/hyperactivity disorder, autism, learning impairments and parent-child conflict. Prerequisite: Psych 100B.

Credit 3 units. A&S: SS BU: BA

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**L33 Psych 321. Developmental Psychology**

This course concentrates on the cognitive and social development of the person from conception to adolescence. Topics covered include: infant perception, attachment, cognitive development from Piagetian and information processing perspectives, aggression and biological bases of behavior. Prerequisite: Psych 100B.

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L33 Psych 3221. Developmental Psychology II: Social Development**

Focuses on research and theories pertaining to social development during infancy and childhood. That is, as they develop, how do children interact with, think about and learn from other people? Topics include: attachment, day care, social cognition, prejudice, aggression, prosocial behavior, morality, gender roles, peer relations and parenting. Prerequisite: Psych 100B.

Credit 3 units. A&S: SS FA: SSP

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**L33 Psych 323. Play and Development**

Same as Educ 337

Credit 3 units. A&S: SS BU: BA

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**L33 Psych 325. Psychology of Adolescence**

A broad introduction to adolescence as a developmental period of transition and change. The major topics include the fundamental changes of adolescence; the context of adolescence; and processes of psychological development. Prerequisite: Psych 100B.

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L33 Psych 326. Introduction to the Psychology of Aging**

Study of the processes of aging in the individual in terms of their behavioral effects. Age changes in biological functions, sensation, perception, intelligence, learning, memory and creativity are studied to understand the capacities and potentials of the mature and older person. Prerequisite: Psych 301.

Credit 3 units. A&S: SS BU: BA

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**L33 Psych 3290. Psychology of Women**

Same as WGSS 329

Credit 3 units. A&S: SS BU: BA

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**L33 Psych 330. Sensation and Perception**

Structure and function of several sensory systems and techniques for studying them; emphasis on vision. Perceptual experience examined by considering the underlying physiological activity, as well as higher-level cognitive influences. Prerequisite: Psych 100B.

Credit 3 units. A&S: NS BU: BA, SCI FA: NSM

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**L33 Psych 331. Introduction to the Psychology of Hearing**

This course examines the perception of auditory stimuli. The focus is on the psychological response to acoustic events and the mechanism mediating those responses. Topics include basic acoustic concepts, pitch perception, localization, and auditory stream segregation. Prerequisite: Psych 100B.

Credit 3 units. A&S: SS FA: SSP

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**L33 Psych 335. The Science of Sleep**

Sleep is a basic need for human survival. We sleep daily and yet there is so much unknown about how sleep works. Sleep is a science: a biological and behavioral science that impacts both psychological and physiological functioning. In this course you learn about a variety of topics crucial to the field of sleep medicine including: sleep changes across the life span, sleep hygiene, sleep deprivation, clinical sleep disorders and treatments. You gain understanding with what is known about sleep as well as how to integrate the importance of sleep into your daily life. Prerequisite: Psych 100B.

Credit 3 units. A&S: SS

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**L33 Psych 3401. Biological Psychology**

An introduction to biological mechanisms underlying behavior. Topics include the physiology of nerve cells; anatomy of the nervous system; control of sensory and motor activity, arousal and sleep; motivation; and higher mental processes. Prerequisite: Psych 100B.

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L33 Psych 344. Principles of the Nervous System**

Same as Biol 3411

Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L33 Psych 345. Genes, Environment and Human Behavior**

This class examines how genetic influences affect various dimensions of human behavior, ranging from personality to clinical disorders. Topics covered include methods used to study genetic influence, how genetic predispositions interact with the environment, and ethical implications of genetic research in psychology. Prerequisite: Psych 100B.

Credit 3 units. A&S: SS BU: BA

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**L33 Psych 347. Environmental Psychology**

This course explores the relations between people and their physical and social environments. It examines the influence of space on human behavior and the design of homes, work areas, educational settings and urban environments. Specific topics include environmental contributors to psychopathology, the interaction between human behavior and toxins, habitat destruction/species extinction, exhaustion of fossil fuels and climate change. Prerequisite: Psych 100B.

Credit 3 units. A&S: SS

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**L33 Psych 353. Psychology of Personality**

Review of basic theoretical orientations to the understanding of personality and complex human behavior. Overview of related techniques, procedures and findings of personality assessment and personality research. Discussion of critical issues in evaluation of personality theories. Prerequisite: Psych 100B.

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L33 Psych 354. Abnormal Psychology**

Survey of deviant and maladjusted behavior including neuroses and psychoses; consideration of biological, social and individual determinants of maladjustment. Cultural perspectives on mental health and illness. Diagnosis, etiology and treatment. Review of pertinent research. Prerequisite: Psych 100B.

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L33 Psych 356. Introduction to Forensic Psychology**

This course is an introduction to the interaction between psychology and the legal system. The contribution of psychology to such legal areas as family law, juvenile delinquency, criminal cases, law enforcement and correctional psychology is surveyed. Topics covered include domestic violence, child abuse, personal injury, eyewitness testimony, insanity, sex offenders and psychopaths. Legal standards regarding insanity, civil commitment and expert testimony are reviewed. We also focus on the emerging contributions of neuroscience to the field of forensic psychology. Prerequisite: Psych 100B.

Credit 3 units. A&S: SS BU: BA

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**L33 Psych 357. Introduction to Clinical Psychology**

A survey of clinical psychology. Emphasis is placed on historical and recent developments in the field (e.g., managed care), as well as the consideration of the roles, functions and techniques of clinical psychologists including psychological testing and psychotherapy. Prerequisite: Psych 100B.

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L33 Psych 358. Language Acquisition**

This course examines the development of language skills in children, asking how children so rapidly learn their first language. Topics include: biological bases of language development; development of phonology, syntax, and morphology; language development in atypical populations; childhood bilingualism; and development of written language skills. Prerequisite: Psych 100B or Ling 170D.

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L33 Psych 360. Cognitive Psychology**

Introduction to the study of thought processing from an information-processing approach. Emphasis on theoretical models grounded in empirical support. Topics include pattern recognition, attention, memory, reasoning, language processes, decision making and problem solving. Prerequisite: Psych 100B.

Credit 3 units. A&S: NS BU: BA FA: NSM

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**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: NS BU: SCI FA: NSM

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**L33 Psych 361. Psychology of Learning**

Basic learning processes in animals, such as conditioning, reinforcement, punishment and constraints on learning. Comparisons and interactions between classical and operant conditioning. Consideration given to learning theorists and theories, along with applications from the laboratory to the "real world." Prerequisite: Psych 100B.

Credit 3 units. A&S: NS BU: BA FA: NSM

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**L33 Psych 361A. Psychology of Learning: Laboratory**

This laboratory course is a supplement to The Psychology of Learning (Psych 361) class. Students gain firsthand experience, via a virtual rat, of principles and procedures related to the acquisition and maintenance of behavior. Weekly lab meetings introduce Pavlovian and operant principles, which are then implemented as laboratory exercises with the virtual rat. Concurrent enrollment in Psych 361 required.

Credit 1 unit. A&S: NS

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**L33 Psych 366. Psychology of Creativity**

Same as Educ 366

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L33 Psych 367. Seminar in Positive Psychology**

Reviews the relatively recent development in the field known as "Positive Psychology." Topics may include: happiness and life satisfaction, positive self-esteem, creativity, caring relationships, love — passionate and otherwise —, empathy, optimism, ambition, moral character development, attachment, compassion, forgiveness, helping, work ethics and successful aging. Designed to take a sampling of those aspects of psychology that emphasize the positive side of human nature. Prerequisites: Psych 100B and at least one 300-level course.

Credit 3 units. A&S: SS FA: SSP

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**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. Prerequisite: Psych 354 or 3401, or 344.

Credit 3 units. A&S: NS BU: SCI

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**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. Prerequisite: Psych 100B.

Credit 3 units. A&S: NS BU: BA FA: NSM, SSP

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**L33 Psych 399. Living, Dying and Death: A Biopsychosocial Approach to Understanding the End of Life**

This survey course examines dying and death from biological, psychological and social perspectives. Topics include theoretical and research approaches to studying dying and death; historical and cross-cultural attitudes; psychological understanding and coping with death over the life span; the process of dying and definitions of death; health care professionals and treatment approaches for the dying; assisted death and other ethical/legal issues, grief and bereavement, mass tragedy and public death, and planning for death. Prerequisite: Psych 100B.

Credit 3 units. A&S: SS

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**L33 Psych 4001. Introduction to Neuropsychology**

Introduction to the field of brain-behavior relationships: the neurological basis of cognitive and psychological functions such as language, spatial ability, attention, and memory. Selected pathological syndromes associated with brain dysfunction also presented. Limit: 20 junior and senior psychology majors, psychology graduate students, and others with relevant backgrounds. Prerequisite: An introductory course in the neurosciences or one in biological psychology.

Credit 3 units. A&S: NS FA: NSM

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**L33 Psych 4044. Topics in Cognitive Neuropsychology**

Advances in the understanding of abilities such as memory, attention and language are discussed, with a focus on recent research that integrates the theoretical perspectives of cognitive psychology and neuropsychology. Emphasis on findings from investigations using neuroimaging techniques, psychophysiological techniques and patients with brain disorders. Prerequisite: Psych 100B.

Credit 3 units. A&S: NS FA: NSM

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**L33 Psych 4046. Developmental Neuropsychology**

Development of the brain and associated changes in cognitive abilities are discussed, with an emphasis on recent research that integrates the theoretical perspectives of cognitive psychology and neuropsychology. Discussion focuses on early development and disorders affecting the brain such as cerebral palsy, sickle cell disease and autism. Prerequisite: completion of a course in developmental psychology, cognitive psychology or neuropsychology.

Credit 3 units. A&S: NS, WI FA: NSM

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**L33 Psych 4047. History of Neuroscience**

The study of the relationship between brain and behavior from trephination and head injuries in ancient people through ancient Egypt, Greece and Rome into the Renaissance and more modern times. Emphasis on higher brain functions. Prerequisite: a course in physiological psychology, neuropsychology or the nervous system, or permission of instructor.

Credit 3 units. A&S: SS FA: SSP

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**L33 Psych 4051. Conceptual Issues in Psychology**

Behaviorism has been called a monumental triviality by some while cognitivism is seen by others as prescientific, indeed detrimental to the advancement of psychology. Examination of the theoretical and methodological issues dividing the behaviorists and cognitivists.

Credit 3 units. A&S: SS FA: SSP

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**L33 Psych 4081. Topics in Psycholinguistics**

Language is one of the most important things that people learn, and children are able to speak in complex sentences before they can tie their shoes. How do children master this seemingly impossible task? In this course, we cover theories and research on these issues. We focus on language development in children who are learning English as their first language, with special consideration given to vocabulary development. We also consider other populations, including bilingual children and children with language difficulties. Prerequisites: Psych 100B, completion of a course in developmental psychology, linguistics, and/or speech and hearing sciences, and junior or senior standing.

Credit 3 units. A&S: SS, WI

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**L33 Psych 4085. Seminar: Human Memory**

A seminar that explores the primary literature on the scientific study of human memory. Topics include retrieval processes, forgetting, distortions of memory and individual differences in memory. Prerequisite: Psych 360 Cognitive Psychology, Psych 380 Human Learning and Memory, or permission of instructor.

Credit 3 units. A&S: SS

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**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: SS

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**L33 Psych 413. Contemporary Topics in Social Psychology: Intolerance and Prejudice**

Consideration of selected contemporary topics in social psychology. Participation in a research project of appropriate scope. Prerequisite: Psych 315.

Credit 3 units. A&S: SS FA: SSP

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**L33 Psych 4135. Human Behavior in Extreme Situations**

This course familiarizes students with psychological theory and research that attempts to answer the question: What are the protective factors that help people who find themselves in an extreme situation respond constructively to the stress they must cope with? Extreme situations are characterized by conditions that force individuals and groups to adapt themselves involuntarily, entirely, and with the greatest of speed. Readings are drawn from two sources: (a) literature that describes extreme situations and human response to the trauma they cause (e.g. prisoner behavior in Nazi concentration camps, brainwashing of American soldiers during the Korean War, and response to a natural disaster and an airliner crash), and (b) research on potentially protective psychological variables such as coping and resilience. Prerequisites: junior or senior standing and 6 semester hours of course work at the 300 level or higher in psychology.

Credit 3 units. A&S: SS

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**L33 Psych 4171. Factor Analysis and Related Methods**

Same as ASTAT 440

Credit 3 units. A&S: NS FA: NSM

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**L33 Psych 4182. Perception, Thought and Action**

This course focuses on current topics in visual perception, visual attention, eye movements and sensory-motor behavior. Readings consist of recent journal articles. Class meetings emphasize presentation and discussion of the material in the readings. Prerequisite: previous course work in Cognitive Psychology, Experimental Psychology or Perception.

Credit 3 units. A&S: NS FA: NSM

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**L33 Psych 4215. Critical Issues in Child Psychopathology**

Covers issues that are critical to the emergence and maintenance of child psychopathology. Topics include: attachment, genetics, psychological development, cognitive development, cultural influences, etc. Different models of child psychopathology are considered. Prerequisites: Psych 100B and Psych 354.

Credit 3 units. A&S: SS FA: SSP

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**L33 Psych 4255. Special Topics in Clinical Psychology**

An introduction to what clinical psychologists do, why they do it and where they do it. Reviews the history and development of clinical practice with special attention to psychological assessment, psychotherapy, theoretical orientations, settings in which psychologists practice and ethical issues. Written assignments in this writing-intensive course include a research paper, a case study and a formal analysis of an ethical problem in clinical psychology. Prerequisite: Psych 354. Not open to students who have taken Psych 450 or Psych 357.

Credit 3 units. A&S: SS, WI FA: SSP

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**L33 Psych 427. Social Gerontology**

This course provides an introduction to aging and growing old, from an interdisciplinary perspective. Specific attention is paid to demographics, physical health and illness, mental health, interpersonal relations, work issues, living arrangements, ethics, and death and dying. Prerequisites: junior or senior standing and completion of 6 advanced units in Psychology.

Credit 3 units. A&S: SS FA: SSP

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**L33 Psych 4301. Contemporary Topics in Cognitive Development**

Traditional topics in cognitive development, such as conservation, conceptual development, and category formation, examined from both information-processing and Piagetian viewpoints. Prerequisite: Psych 321 or 360.

Credit 3 units. A&S: SS, WI FA: SSP

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**L33 Psych 4302. Cognitive Psychology Applied to Education**

This course is intended to cover topics in the cognitive psychology of human memory, conceptual learning and comprehension with special focus on areas, theory and research that have potential application to education. Thus, the course provides selective coverage of theoretical and empirical work in cognitive psychology that provides potential to inform and improve educational practice. The applicability of these themes are explicitly developed and evaluated through the primary research literature using educationally oriented experimental paradigms. The course is of interest and benefit to education majors and to psychology majors interested in cognitive psychology and its applications. Prerequisites: junior/senior status, 9 units in Psychology and Psych 100B or junior/senior status, 9 units in Education and Psych 100B.

Credit 3 units. A&S: SS

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**L33 Psych 4305. Psychological Science: Fact and Fiction**

Skeptical analysis of psychological science as practiced and popularized in the media. Analysis of discrepancies between media and scientific claims regarding areas such as repressed memory, brain imaging, heritability and psychotherapy. Additional examination of scientific career demands such as peer review, journal publication and research funding. These topics are interwoven with a review of common errors in reasoning particularly with respect to probabilistic reasoning and the public misperception of the practice and principles of scientific psychology. Prerequisite: junior or senior standing and completion of 6 advanced units in psychology.

Credit 3 units. A&S: SS, WI

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**L33 Psych 433. Psychology of Language**

This course surveys current research and theory in psycholinguistics, covering the biological bases, cognitive bases, and learning of language. We consider studies of normal children and adults, the performance of individuals with various types of language disorder.

ders, and computer simulations of language processes. Topics range from the perception and production of speech sounds to the management of conversations. Each student carries out an original research project on some aspect of psycholinguistics. Prerequisites: Ling 170D and Psych 100B.

Credit 3 units. A&S: SS FA: SSP

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### **L33 Psych 4351. Reading and Reading Development**

This seminar surveys current research on reading and spelling skills and their development. Students read and discuss journal articles that examine the cognitive and linguistic processes involved in reading, reading disorders and educational issues. Prerequisite: permission of instructor and previous course work in experimental psychology or psychology of language.

Credit 3 units. A&S: SS

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### **L33 Psych 4361. Psychological Perspectives on the Self**

Contemporary theories and research related to the self in social psychology. Emphasis on the self as a construct central to understanding important social phenomena. Topics include definitions and measurement of the self; and motivational implications of the self for impression management, ability appraisal and social inference. Prerequisite: Psych 315.

Credit 3 units. A&S: SS, WI FA: SSP

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### **L33 Psych 438. Acoustical Phonetics and Speech Perception**

Credit 3 units.

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### **L33 Psych 4408. Trauma and Memory**

A thorough investigation of the effects of trauma on memory in both individuals and collective groups. Topics include flashbulb memories; forgetting and repression; post-traumatic stress and memory; and effects of trauma on individual and group identity. Prerequisites: Psych 100B and 6 units of advanced-level psychology or anthropology course work.

Credit 3 units. A&S: SS

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### **L33 Psych 4411. Topics in Cognitive Neuroscience**

How the brain organizes behavior, emphasizing higher functions such as perception, language, and attention. Course aims at integration of information from neurobiological approaches (e.g., single-unit recording, lesion-behavior experiments) and information-processing approaches (e.g., cognitive psychological models, connectionist models). Prerequisite: Psych 3401 or Psych 360 or Psych 3604.

Credit 3 units. A&S: NS FA: NSM

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### **L33 Psych 4415. Cognitive Neuroscience of Language**

This seminar examines research that uses cognitive neuroscience techniques to inform our understanding of language processing. Readings consist of research and review articles with a focus on studies using electrophysiological and neuroimaging methods. A

variety of psycholinguistic topics are covered, including speech perception, semantic processing, language production, syntactic processing, metaphor and joke processing, and bilingualism. Prerequisites: Psych 360 or Psych 3604 or Psych 4604 or Psych 433, and completion of 6 additional units of psychology course work at the 300 level or higher. Not open to graduate students.

Credit 3 units. A&S: SS

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### **L33 Psych 4418. Computational Modeling in Cognitive Neuroscience**

Introduces the ideas and methods used in simulating cognitive and perceptual processes using computational models. The focus is on neural network mechanisms, which provide a bridge between behavioral and biological levels of analysis. The first half of the course introduces the basic computational and biological properties of individual neurons and neuronal networks, and the learning mechanisms that organize these networks. The second half of the course examines how these computational mechanisms can be used to explore a range of cognitive phenomena, including perception, attention, memory, language and higher-level cognition (i.e., executive control). Prerequisite: Psych 3604 Cognitive Neuroscience or permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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### **L33 Psych 4450. Functional Neuroimaging Methods**

This course is intended for students wishing to become sophisticated producers or consumers of functional neuroimaging data. Emphasis is on extracting the most information from neuroimaging techniques toward the goal of answering psychologically motivated questions. A number of issues relating to neuroimaging methodology are covered, including technical principles; acquisition options; potential sources of artifact; experimental design; software tools; and analytical techniques. Class approach is hands-on, with students gaining experience in actually acquiring and working with neuroimaging data. Prerequisite: graduate standing or permission of instructor.

Credit 3 units. A&S: SS FA: SSP

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### **L33 Psych 4495. Attitude Change and Persuasion**

Overview of theory and research in the field of attitudes. Topics include: attitude formation and activation; the attitude-behavior relationship; and measuring attitudes, social influence, attitude change and persuasion techniques. Prerequisite: Psych 315. Enrollment limited to 25.

Credit 3 units. A&S: SS FA: SSP

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### **L33 Psych 4501. Psychotherapy: Research and Practice**

Provides an overview of the fast-changing field of psychotherapy covering both the methods and issues of current clinical practice as well as the problems and issues related to the appraisals of the effectiveness of psychotherapy. Particular attention is paid to



recent developments. Topics discussed are of particular interest to students considering mental health careers emphasizing counseling and psychotherapy. Prerequisite: Psych 354 or 450.

Credit 3 units. A&S: SS FA: SSP

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### **L33 Psych 4535. Personality Judgment: How We Perceive Ourselves and Others**

This course examines how we form judgments of people's personalities. The central question is the accuracy of personality judgments. The readings examine theory and research concerning this topic, and class discussion focuses on critical evaluations of the readings and generation of new research questions. This course examines personality judgment from a scientific perspective and addresses such questions as: How should accuracy be measured? What do you have to know about a person to judge their personality accurately? Does accuracy increase with greater acquaintance? Who makes a good judge of personality? How well do relationship partners know each others' personalities? How is judging our own personality similar to or different from judging others' personalities? How accurate are our perceptions of our own personality? How can the accuracy of personality judgment be improved?

Credit 3 units. A&S: SS

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### **L33 Psych 4541. Personality and Psychopathology**

This course is an advanced seminar in the study of personality disorders. It covers a range of conceptual and methodological issues involved in scientific efforts to understand ways in which pathological personality features disrupt people's lives. Students learn about the similarities and distinctions between normal and pathological features of personality as well as the role that personality may play with regard to the causes and treatment of other kinds of mental disorder. A laboratory component of the class focuses on the development of practical skills in conducting research interviews designed to elicit information about personality and social adjustment. Prerequisites: Psych 354, junior or senior standing, and permission of the instructor.

Credit 3 units. A&S: SS

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### **L33 Psych 4557. Biopsychosocial Aspects of Eating Disorders and Obesity**

The aim of this seminar course is to examine the epidemiology, etiology, prevention and treatment of body image, eating disorders and obesity. An emphasis is placed on understanding the characteristic symptoms of excessive dieting, body image disturbance and binge eating, not only as formal psychiatric syndromes but as a representation of disregulatory processes reflecting social-cultural, psychological and biological disturbances. Students also learn about the clinical characteristics, medical sequelae, and physical aspects of eating disorders and obesity. Prerequisites: Psych 100B and junior/senior standing plus 6 units of advanced psychology.

Credit 3 units. A&S: SS

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### **L33 Psych 4591. The Development of Social Cognition**

This course explores what is known about the development of social cognition. Our starting point is infants' capacity to navigate the social world, for instance, detecting agents, identifying social partners and learning from those around us. We consider what happens when the human ability to reason about others breaks down (as with autism), and what this can teach us about typical development. Each week we cover one topic and a related set of readings. Class meetings are devoted to active discussion and debate about the content of the readings. Students are required to write a weekly reaction paper to the readings to promote class discussion and give an in-class presentation on a novel research topic at the end of the semester. Graduate students may have additional course requirements. Prerequisite: Psych 315 or 321 or 360.

Credit 3 units. A&S: SS BU: BA

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### **L33 Psych 4604. Cognitive Neuroscience**

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. Prerequisites: Psych 100B and Biol 3411/Psych 344 or Psych 3401.

Credit 3 units. A&S: NS, WI

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### **L33 Psych 4611. Psychological Tests and Measurements**

In what sense can abilities and traits be measured? The history of measurement in psychology is traced through abilities, especially general intelligence, objective personality tests and projective tests. Other topics: recent theories of the nature and organization of intelligence (Cattell and Horn, Sternberg, Fischer), contemporary objections to psychological measurement (S. J. Gould). Prerequisite: Psych 300.

Credit 3 units. A&S: SS FA: SSP

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### **L33 Psych 462. Psychology of Memory and Cognition**

Credit 3 units. A&S: SS

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### **L33 Psych 4625. Autobiographical Memory**

This course investigates how people create and remember their personal life histories, with an emphasis on empirical studies within the cognitive tradition. Possible topics include childhood



amnesia, false memories, emotional memories, the role of motivation in remembering, and how personal events are represented in memory. Prerequisite: Psych 360 or Psych 301 or Psych 380. Credit 3 units. A&S: SS, WI FA: SSP

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### **L33 Psych 4651. History and Modern Systems of Psychology**

An introduction to the history of psychology. This course begins with the major figures and influences on behavioral science before the 1870s. It then examines the birth of "modern" psychology in Germany, and the "schools" of psychology that emerged early in the 20th century. Newer orientations and ideas are considered in the final segment of the course. Prerequisites: junior or senior standing and 6 units of advanced home-based Psychology courses.

Credit 3 units. A&S: TH FA: SSP

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### **L33 Psych 4702. Current Debates in Psychology**

In this seminar we debate issues of current controversy in psychology. Topics range from perception (Can subliminal messages affect behavior?) to development (Do children in daycare develop differently than children cared for at home?) to mental illness (Is road rage a real psychological illness?). Discussions are based on readings of primary research and review articles, and are augmented by written assignments. Prerequisite: completion of 6 units of advanced home-based Psychology courses.

Credit 3 units. A&S: SS

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### **L33 Psych 473. Seminar: Contemporary Psychology**

Critical analysis of theory and research on specific issues and topics in contemporary psychology. Prerequisites: junior or senior standing and 6 units of advanced home-based Psychology courses.

Credit 3 units. A&S: SS FA: SSP

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### **L33 Psych 4765. Biological Basis of the Major Mental Disorders**

This course covers research on the biological basis of the major mental disorders, including schizophrenia and related disorders, unipolar and bipolar mood disorders, obsessive compulsive disorder, panic disorder, and alcohol and substance abuse. Emphasis is on examining the evidence of genetic, neurochemical, functional, and structural abnormalities as contributing factors to the development of these disorders. Prerequisites: Psych 100B and graduate standing or advanced undergraduates with permission of instructor.

Credit 3 units. A&S: NS FA: NSM

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### **L33 Psych 488. The Cognitive Neuroscience of Film**

To understand complex events in real life depends on perception, action and memory. To understand movies, people probably depend on similar psychological and neural mechanisms. This

seminar uses results from psychology and neuroscience to try to better understand the experience of a movie viewer, and uses theory and practice to explore psychological hypotheses about perception. Prerequisite: Psych 360 or 3604 or 4604, or graduate standing in Psychology.

Credit 3 units. A&S: NS

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### **L33 Psych 4971. Undergraduate Teaching**

Limited opportunities for outstanding undergraduates to serve as teaching assistants for selected departmental courses. Application form and list of potential classes are available from Jim Clancy, Administrative Officer, Psychology Department, room 221B. Prerequisites: permission of course instructor, departmental approval, and junior/senior standing. Weekly meetings with coordinator required. Credit cannot be counted toward fulfilling the requirements for the major or minor in Psychology. Credit/no credit only.

Credit 2 units. FA: SSP

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### **L33 Psych 498. Study for Honors**

Acceptance into the Honors Program is based on superior performance as evidenced by the student's record in undergraduate course work and the written agreement (Petition for Permission to Enroll) of a member of the faculty of the department (or other approved supervisor) to supervise an Honors project. The student must complete 6 units of Honors work (3 units of Psych 498 and 3 units of Psych 499), submit an acceptable written thesis, and be recommended by the department. Recommendation for an Honors degree is based on the evaluation of the written thesis and the student's overall performance as an undergraduate. Students in the Honors Program meet regularly in the Honors Seminar to discuss their research and become acquainted with the work of the other students. Psych 498 is a writing-intensive course. Permission of instructor is required for this course. All students must meet with Dr. Sommers prior to registering. Prerequisite: Psych 301 or equivalent.

Credit 3 units. A&S: SS, WI FA: SSP

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### **L33 Psych 499. Study for Honors**

Prerequisites: acceptance into the Honors program and Psych 498. In addition to Honors work, students meet regularly in the Honors Seminar to discuss their research and become acquainted with the work of the other students. Permission of instructor is required for this course. All students must meet with Dr. Sommers prior to registering.

Credit 3 units. A&S: SS FA: SSP

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**Contact Person:** Sharon Corcoran  
**Phone:** 314/935-5169  
**Email:** sharoncorcoran@wustl.edu  
**Departmental website:** <http://www.artsci.wustl.edu/~psych/>

## Arts & Sciences: Public Health

The Minor in Public Health permits students to focus the undergraduate course of study on health-related issues at the population and community level. Students in public health develop a greater understanding of the various factors affecting population health in local, regional, and global perspective. Three foundational core courses provide a common language and methodology for understanding the key issues and controversies in public health, while elective courses permit exposure to a variety of disciplinary perspectives that contribute to public health practice and problem solving. Students completing the Minor in Public Health will be well-positioned to pursue graduate-level study in public health, medicine, law, social work, or other professional disciplines. All students in Arts & Sciences are eligible to participate in the Minor in Public Health, regardless of their major discipline.

Students should register for courses under Public Health in order for the courses to count toward the Minor in Public Health. Courses taken for the Minor in Public Health may not be counted toward the requirements for any other major or minor in the College of Arts & Sciences. Study Abroad credits will be considered on a case-by-case basis, not to exceed 3 elective units toward the minor.

### Director

**Bradley P. Stoner**

Associate Professor  
M.D., Ph.D., Indiana University  
(Anthropology)

### Assistant Director

**Peter Benson**

Assistant Professor  
Ph.D., Harvard University  
(Anthropology)

### Professors

**Kenneth H. Ludmerer**

M.D., Johns Hopkins University  
(History)

**Carolyn Sargent**

Ph.D., Michigan State University  
(Women, Gender, and Sexuality Studies; Anthropology)

**Glenn D. Stone**

Ph.D., University of Arizona  
(Anthropology)

**L. Lewis Wall**

M.D., University of Kansas  
D.Phil., University of Oxford  
(Anthropology)

### Associate Professors

**Geoff Childs**

Ph.D., Indiana University  
(Anthropology)

**Rebecca J. Lester**

Ph.D., University of California–San Diego  
(Anthropology)

**Shanti A. Parikh**

Ph.D., Yale University  
(African and African-American Studies; Anthropology)

### Lecturers

**Lauren Arnold**

Ph.D., University of Medicine and Dentistry of New Jersey School of Public Health & Rutgers University  
M.P.H., UMDNJ School of Public Health & Rutgers University–Edward J. Bloustein School of Planning & Public Policy  
(Anthropology)

**Barbara A. Baumgartner**

Ph.D., Northwestern University  
(Women, Gender, and Sexuality Studies)

**Anne Sebert Kuhlmann**

Ph.D., University of Colorado  
M.P.H., University of Michigan  
(Anthropology)

There is no major in Public Health. Interested students should explore the minor.

## The Minor in Public Health

**Units required:** 15

**Required courses:**

PHealth 3283. Introduction to Public Health  
PHealth 3284. Public Health Research and Practice  
PHealth 4882. Anthropology and Public Health

**Elective courses:**

Select two courses from the following:

Anthro 260. Topics in Health and Community  
Anthro 307A. Human Variation  
Anthro 333. Culture and Health  
Anthro 361. Culture and Environment  
Anthro 3612. Population and Society  
Anthro 3621. Anthropology of Human Birth  
Anthro 3874. International Public Health

Anthro 3875. Pharmaceutical Personhood  
Anthro 4127. Language and Medical Expertise  
Anthro 4134. The AIDS Epidemic  
Anthro 4135. Tobacco: Global Epidemic  
Anthro 4834. Health, Healing, and Ethics  
Anthro 4883. Political Economy of Health  
Biol 224. Infectious Diseases  
Biol 303. Human Biology  
Biol 372. Behavioral Ecology  
Biol 390. Biomedical Politics  
Econ 352. Health Economics  
Econ 451. Environmental Policy  
Hist 3522. Medicine in the Middle Ages  
Hist 358C. Leeches to Lasers  
Math 322. Biostatistics  
Phil 233. Biomedical Ethics  
Phil 3183. A History of Genetics in the 20th Century  
Psych 315. Introduction to Social Psychology  
WGSS 310. Women's Health Care in America  
WGSS 316. Contemporary Women's Health  
WGSS 343. Women's Health and Reproduction  
WGSS 402. Transnational Reproductive Health Issues

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**L58 PHealth 224. Infectious Diseases: Past, Present and Future**

Same as Biol 224  
Credit 2 units. A&S: NS

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**L58 PHealth 233. Biomedical Ethics**

Same as Phil 233F  
Credit 3 units. A&S: TH BU: ETH FA: SSP

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**L58 PHealth 260. Topics in Health and Community**

Same as Anthro 260  
Credit 1 unit. A&S: SS

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**L58 PHealth 303. Human Biology**

Same as Biol 303A  
Credit 3 units. A&S: NS BU: SCI FA: NSM

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**L58 PHealth 307. Human Variation**

Same as Anthro 307A  
Credit 3 units. A&S: NS, SD, QA BU: SCI FA: NSM

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**L58 PHealth 310. History of Women's Health Care in America**

Same as WGSS 310  
Credit 3 units. A&S: SS, WI BU: BA FA: SSP

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**L58 PHealth 315. Introduction to Social Psychology**

Same as Psych 315  
Credit 3 units. A&S: SS BU: BA FA: SSP

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**L58 PHealth 316. Contemporary Women's Health**

Same as WGSS 316  
Credit 3 units. A&S: SS, SD BU: BA FA: SSP

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**L58 PHealth 3183. A History of Genetics in the 20th Century**

Same as Biol 3183  
Credit 3 units. A&S: NS

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**L58 PHealth 3195. Abnormal Child Psychology**

Same as Psych 3195  
Credit 3 units. A&S: SS BU: BA

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**L58 PHealth 322. Biostatistics**

Same as Math 322  
Credit 3 units. A&S: NS FA: NSM

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**L58 PHealth 326. Introduction to the Psychology of Aging**

Same as Psych 326  
Credit 3 units. A&S: SS BU: BA

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**L58 PHealth 3262. Medicinal Botany**

Same as Biol 3262  
Credit 3 units. A&S: NS

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**L58 PHealth 3283. Introduction to Public Health**

Same as Anthro 3283  
Credit 3 units. A&S: SS BU: SCI

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**L58 PHealth 3284. Public Health Research and Practice**

Same as Anthro 3284  
Credit 3 units. A&S: SS

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**L58 PHealth 333. Culture and Health**

Same as Anthro 333  
Credit 3 units. A&S: SS BU: BA FA: SSP

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**L58 PHealth 343. Understanding the Evidence: Provocative Topics of Contemporary Women's Health and Reproduction**

Same as WGSS 343  
Credit 3 units. A&S: SS BU: ETH

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**L58 PHealth 352. Health Economics**

Same as Econ 352  
Credit 3 units. A&S: SS FA: SSP

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**L58 PHealth 354. Abnormal Psychology: The Major Mental Disorders**

Same as Psych 354  
Credit 3 units. A&S: SS BU: BA FA: SSP

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**L58 PHealth 3551. The Welfare State and Social Policy in America**

Same as Pol Sci 3551  
Credit 3 units. A&S: SS

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**L58 PHealth 361. Culture and Environment**

Same as Anthro 361  
Credit 3 units. A&S: SS BU: ETH FA: SSP

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**L58 PHealth 3612. Population and Society**

Same as Anthro 3612  
Credit 3 units. A&S: SS BU: IS

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**L58 PHealth 3621. Anthropology of Human Birth**

Same as Anthro 3621  
Credit 3 units. A&S: SS BU: ETH

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**L58 PHealth 372. Behavioral Ecology**

Same as Biol 372  
Credit 3 units. A&S: NS FA: NSM

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**L58 PHealth 3874. International Public Health**

Same as Anthro 3874  
Credit 3 units. A&S: SS

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**L58 PHealth 3876. Pharmaceutical Personhood**

Same as Anthro 3875  
Credit 3 units. A&S: SS

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**L58 PHealth 402. Transnational Reproductive Health Issues: Meanings, Technologies, Practices**

Same as WGSS 402  
Credit 3 units. A&S: SS, CD BU: BA

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**L58 PHealth 4127. Language and Medical Expertise**

Same as Anthro 4127  
Credit 3 units. A&S: SS

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**L58 PHealth 4134. The AIDS Epidemic: Inequalities, Ethnography and Ethics**

Same as Anthro 4134  
Credit 3 units. A&S: SS, SD

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**L58 PHealth 4135. Tobacco: History, Culture, Science and Policy**

Same as Anthro 4135  
Credit 3 units. A&S: SS

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**L58 PHealth 4254. The Anthropology of Maternal Death**

Same as Anthro 4254  
Credit 3 units. A&S: SS

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**L58 PHealth 451. Environmental Policy**

Same as Econ 451  
Credit 3 units. A&S: SS BU: BA, ETH FA: SSP

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**L58 PHealth 4834. Health, Healing, and Ethics: Comparative Perspectives on Sickness and Society**

Same as Anthro 4834  
Credit 3 units. A&S: SS

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**L58 PHealth 4882. Anthropology and Public Health**

Same as Anthro 4882  
Credit 3 units. A&S: SS FA: SSP

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**L58 PHealth 4883. Political Economy of Health**

Same as Anthro 4883  
Credit 3 units. A&S: SS FA: SSP

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**Contact Person:** Dr. Bradley Stoner  
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## Arts & Sciences: Religious Studies

The study of religion, in all of its many cultural and historical manifestations, entails a study of the most fundamental values, as well as some of the most deep-seated conflicts found in individuals and in larger communities, societies, and cultures. The study of religion and religions offers students an opportunity to explore, in an informed, critical, and empathetic manner, many of the most pressing questions about the human condition. Given the multicultural and interdisciplinary nature of religious studies as a field, it also offers students a means to greatly expand their cultural and intellectual horizons and to acquire a deeper understanding of the reality of global human diversity.

Religious Studies at Washington University is a program that brings together faculty and courses from various disciplines in the humanities and social sciences to engage in the academic study of major religious traditions of the world. The religious studies program offers a wide range of courses from introductory surveys to advanced seminars. Some of these courses are devoted to the study of one or more of the major religious traditions of the world, including Judaism, Christianity, Islam, Hinduism, Buddhism, and East Asian religions. Others focus on particular texts such as the Hebrew Bible, the New Testament, the Qur'an, or Buddhist scriptures. Still others are more comparative in nature, tackling broader issues such as religion and science; religion and literature; or religion, sexuality, and gender. Students are encouraged and indeed required to gain an exposure to more than one religious tradition.

### Director

#### Daniel Bornstein

Stella K. Darrow Professor of Catholic Studies in Arts & Sciences  
Ph.D., University of Chicago  
(History and Religious Studies)

### Endowed Professors

#### John R. Bowen

Dunbar–Van Cleve Professor in Arts & Sciences  
Ph.D., University of Chicago  
(Anthropology)

#### Pascal Boyer

Henry Luce Professor of Collective and Individual Memory in Arts & Sciences  
Ph.D., University of Paris–Nanterre  
(Anthropology and Psychology)

#### Wayne Fields

Lynne Cooper Harvey Distinguished Professor of English and American Culture Studies  
Ph.D., University of Chicago  
(English, American Culture Studies)

#### Hillel J. Kieval

Gloria M. Goldstein Professor of Jewish History and Thought  
Ph.D., Harvard University  
(History, Religious Studies)

### Professors

#### Beata Grant

Ph.D., Stanford University  
(Asian and Near Eastern Languages and Literatures and Religious Studies)

#### Ahmet T. Karamustafa

Ph.D., McGill University  
(History and Religious Studies)

#### Fateme Keshavarz

Ph.D., University of London  
(Asian and Near Eastern Languages and Literatures, Religious Studies)

#### Robert D. Lambertson

Ph.D., Yale University  
(Classics)

#### David Lawton

Ph.D., University of York  
(English)

#### George M. Pepe

Ph.D., Princeton University  
(Classics)

### Associate Professors

#### Pamela Barmash

Ph.D., Harvard University  
(Asian and Near Eastern Languages and Literatures; Jewish, Islamic, and Near Eastern Studies; Religious Studies)

#### Eric Brown

Ph.D., University of Chicago  
(Philosophy)

#### Geoff Childs

Ph.D., Indiana University  
(Anthropology)

#### Martin Jacobs

Ph.D., Habilitation, Free University of Berlin  
(Asian and Near Eastern Languages and Literatures; Jewish, Islamic, and Near Eastern Studies; Religious Studies)



**Christine Johnson**

Ph.D., Johns Hopkins University  
(History)

**Rebecca Messbarger**

Ph.D., University of Chicago  
(Romance Languages and Literatures)

**Clare Palmer**

Ph.D., University of Oxford  
(Philosophy and Environmental Studies)

**Michael Sherberg**

Ph.D., University of California–Los Angeles  
(Romance Languages and Literatures)

## Assistant Professors

**Roshan Abraham**

Ph.D., University of Pennsylvania  
(Classics and Religious Studies)

**Catherine Adcock**

Ph.D., University of Chicago  
(History and Religious Studies)

**Asad Ahmed**

Ph.D., Princeton University  
(Asian and Near Eastern Languages and Literatures and Religious Studies)

**Stephanie Kirk**

Ph.D., New York University  
(Romance Languages and Literatures and Women, Gender, and Sexuality Studies)

**William Layher**

Ph.D., Harvard University  
(Germanic Languages and Literatures)

**Pauline Lee**

Ph.D., Stanford University  
(Asian and Near Eastern Languages and Literatures and Religious Studies)

**Rebecca Lester**

Ph.D., University of California–San Diego  
(Anthropology)

**Ian R. MacMullen**

Ph.D., Harvard University  
(Political Science)

**Nancy Reynolds**

Ph.D., Stanford University  
(History)

**Gillian Russell**

Ph.D., Princeton University  
(Philosophy)

**Alicia Walker**

Ph.D., Harvard University  
(Art History and Archaeology)

## Adjunct Professor

**Frank Flinn**

Ph.D., University of St. Michael's College–Toronto  
(Religious Studies)

## Adjunct Associate Professor

**Robert Wiltenburg**

Ph.D., University of Rochester  
(English)

## Professors Emeriti

**Carl W. Conrad**

Ph.D., Harvard University  
(Classics)

**Robert E. Morrell**

Ph.D., Stanford University  
(Asian and Near Eastern Languages and Literatures)

**James F. Poag**

Ph.D., University of Illinois  
(Germanic Languages and Literatures)

**Burton M. Wheeler**

Ph.D., Harvard University  
(English and Religious Studies)

## The Major in Religious Studies

**Total units required:** 30 units, of these 18 units must be in courses at the 300 level or above. The selection of courses should be guided by the following requirements.

**Required courses:** 9 units

Re St 202. Introduction to Religious Traditions I: Judaism, Christianity, and Islam

Re St 203. Introduction to Religious Traditions II: Asian Religions

Re St 368. Theories and Methods in the Study of Religion

**Senior Capstone Experience** (3 units): In their senior year, all Religious Studies majors (with the exception of those students who have qualified for and elected to write an Honor's thesis) are required to enroll in an approved upper-level religious studies 400-level seminar.

**Elective courses:**

Areas of Concentration: 18 units, 12 of which must be 300 level or above

Majors must select two of the following three areas of concentrations. For each area of concentration, students should take a minimum of 9 units, of which at least 6 units must be at the 300 level or above.

- Judaism, Christianity, and Islam
- Hinduism, Buddhism, and East Asian Religions
- Religion, Culture, and Society

## Additional Information

**Senior Honors:** Qualified majors are encouraged to apply for Senior Honors before the end of the junior year. Students wishing to pursue this option need to meet the minimum Honors requirements stated in this Bulletin and satisfactorily complete, during the senior year, Re St 498 Independent Work for Senior Honors (fall) and Re St 499 Independent Work for Senior Honors (spring), to be taken in addition to all other departmental requirements.

**Transfer Credit:** A maximum of 6 units of course work completed at another university, whether in the United States or abroad, may be applied toward the major; a maximum of 3 units may be applied toward the minor. In either case, credit will be awarded only to those courses that have been approved by the Religious Studies program.

## The Minor in Religious Studies

**Units required:** 18

**Required courses:**

Minors must take a minimum of 18 units, 12 of which must be at the 300 level or above. Courses must include:

Re St 202. Introduction to Religious Traditions I: Judaism, Christianity, and Islam

Re St 203. Introduction to Religious Traditions II: Asian Religions

Re St 368. Theories and Methods in the Study of Religion

## Additional Information

Minors do not need to choose tracks. Note that students may transfer 3 credit units from another institution to count toward their Religious Studies minor with the approval of the adviser and the program director.

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### L23 Re St 154. Freshman Seminar: Saints and Society

Same as History 154

Credit 3 units. A&S: TH BU: ETH

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### L23 Re St 180. Freshman Seminar in Religious Studies

This course is for freshman only. Topics vary from semester to semester.

Credit 3 units. A&S: TH BU: ETH FA: SSP

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### L23 Re St 202. Introduction to Religious Traditions I: Judaism, Christianity and Islam

Judaism, Christianity and Islam are elaborate and dynamic systems of belief and practice. While each of them is a distinct religious tradition, all three share a common cultural background, harbor similar views of the individual, and assume a linear perspective of history. Moreover, the historical trajectories of these three Western monotheisms have been intricately intertwined: Christianity emerged out of Judaism, and Islam took shape largely in a Jewish and Christian context. This course explores these monotheistic traditions in a comparative perspective with ample attention to questions of historical context and development. Our coverage is explicitly topical and comparative, and the themes examined include scripture and interpretive tradition, monotheism, authority, worship and ritual, ethics, material culture as well as religion and political order. Note: This class is open to all interested students and is required for all Religious Studies majors and minors.

Credit 3 units. A&S: TH BU: ETH

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### L23 Re St 203. Introduction to Religious Traditions II: Asian Religions

This course is designed to introduce students to the study of religion by exploring the major religious traditions of Asia. Traditions that have taken shape in Asian cultural contexts include the Buddhist, Sikh, Islamic, Hindu, Taoist, Jain and Confucian traditions. These traditions have shaped and been shaped by the rich traditions of literary and performative culture, ethics, sociality and polity in the regions of Asia. Familiarity with these traditions provides a foundation for understanding the cultures of South and East Asia, from film and literature to contemporary political life. Study of Asian traditions also deepens our understanding of the possibilities of human being and striving, and of the manifold aims and means of religious endeavor. Note: Specific traditions and regions emphasized in this course vary. This class is open to all interested students and is required for all Religious Studies majors and minors.

Credit 3 units. A&S: TH

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### L23 Re St 207. Scriptures and Cultural Traditions

Same as Hum 209

Credit 3 units. A&S: TH, CD BU: ETH

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**L23 Re St 208F. Introduction to Jewish Civilization**

Same as JNE 208F

Credit 3 units. A&S: TH BU: ETH, IS FA: SSP

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**L23 Re St 210C. Introduction to Islamic Civilization**

Same as JNE 210C

Credit 3 units. A&S: TH, CD BU: ETH, IS FA: SSP

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**L23 Re St 300. Introduction to the Hebrew Bible/Old Testament**

A survey of the Hebrew Bible (Old Testament) examined in the historical and cultural context of the ancient Near East. Traditional Jewish and Christian interpretation of the Bible is discussed. No knowledge of Hebrew required; no prerequisites.

Credit 3 units. A&S: TH BU: ETH, HUM FA: SSP

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**L23 Re St 3011. Intermediate Greek: The New Testament**

Same as Greek 301

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

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**L23 Re St 303. The Taoist Tradition**

This course offers an introduction to the ethical aspects of the Taoist tradition through the study of a select number of literary and philosophical texts ranging from ca. 300 bce through the present day. We explore questions regarding the relationship between nature and culture, conceptions of the self, and ideas about the good life.

Credit 3 units. A&S: TH, CD BU: ETH

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**L23 Re St 3031. Christianity in the Modern World**

Survey of Christianity since the Reformation. Focus on the divisions in Christianity, its responses to modern science, the rise of capitalism, and European expansion into Africa, Asia, and the Americas. Attention to ecumenism and the contemporary status of Christianity in the world. Use of original documents. Requirements: idea journal, midterm, final paper.

Credit 3 units. A&S: TH BU: ETH

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**L23 Re St 307F. Introduction to the New Testament**

What can be known — from a historical perspective — about the life and teachings of Jesus and his earliest followers? How did Jesus see himself and how did his followers see him? How did the lives, teachings and deaths of Jesus and his followers come to form the heart of a new movement? If Jesus and the apostles were all Jews, how did Christianity emerge as a distinct “religion”? This course investigates these questions through a focus on the earliest sources for Jesus and his first followers, including and extending beyond the canonical books of the Christian New Testament. Our approach in this course is historical and literary, rather than theological or confessional: we ask what Jesus, his first followers, and

their Jewish and “pagan” contemporaries did and believed, and we try to catch glimpses of the worlds in which they lived and the cultures that they took for granted.

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L23 Re St 3082. Introduction to Rabbinic Judaism**

This course offers a survey of the historical, literary, social and conceptual development of Rabbinic Judaism from its inception in late antiquity to the early Middle Ages. The goal of the class is to study Rabbinic Judaism as a dynamic phenomenon as a constantly developing religious system. Among the topics to be explored are: How was the sacrificial cult of the Temple replaced by a ritual centered on the reading of Scripture and the recitation of prayers? How did the “Rabbis” emerge as a movement after the destruction of the Second Temple, and to what extent can we reconstruct their history? How did Rabbinic Judaism develop in its two centers of origin, Palestine (the Land of Israel) and Iraq (Jewish Babylonia), to become the dominant form of Judaism under the rule of Islam? How did Jewish ritual and liturgy develop under Rabbinic influence? How were the Rabbis organized and was there diversity within the group? What was the Rabbis’ view of women? How did they perceive non-Rabbinic Jews and non-Jews? As Rabbinic Literature is used as the main source to answer these questions, the course provides an introduction to the Mishnah, the Palestinian and Babylonian Talmuds, and the Midrash collections, a literature that defines the character of Judaism down to our own times. All texts are read in translation.

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L23 Re St 3090. Chinese Thought**

This course offers an introduction to Chinese thought through a study of thinkers from arguably one of the most vibrant periods of religious-philosophical discourse in China. We examine early classical texts from the Daoist, Confucian, Mohist and Legalist traditions, and follow arguments where the thinkers expand upon, dispute and respond to each other in regard to questions that are still important to us today. We explore issues such as notions of the self, conceptions of the greater cosmos, the role of rituals, ideas about human nature, and the subjects of freedom and duty. Motivating the course is the underlying question: What is the good life?

Credit 3 units. A&S: TH, CD

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**L23 Re St 3092. Confucian Thought: The Sage and Society: Writing-Intensive Seminar**

This course offers an introduction to the ethical dimensions of Confucianism through a study of a select number of religio-philosophical texts ranging from ca. 500 BCE through the present day. We begin with a study of Confucianism as a commentarial tradition on the classical text of the Analects. We then turn to the theme of self-cultivation and examine three contrasting ideas put forth on the subject: self-cultivation through learning the classics, through mystical intuition, and through a study of history. In the third part,

we explore the role of Confucianism in addressing contemporary ethical issues such as ones regarding government, abortion, the environment, human rights, feminism and intellectual property.

Credit 3 units. A&S: TH, WI

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#### **L23 Re St 310. Contemporary Jewish Thought**

Same as JNE 310

Credit 3 units. A&S: TH BU: ETH FA: Lit, SSP

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#### **L23 Re St 3101. The Problem of Evil**

The question of how God can allow evil to occur to the righteous or innocent people has been a perennial dilemma in religion and philosophy. We study the classic statement of the problem in the biblical book of Job, the ancient Near Eastern literature on which Job is based, and traditional Jewish and Christian interpretation of Job. We study the major approaches to the problem of evil in Western philosophical and religious thought.

Credit 3 units. A&S: TH BU: ETH

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#### **L23 Re St 311. Buddhist Traditions**

This course examines the historical development of Buddhism from its origins in South Asia in the 6th to 5th century BCE, through the transmission of the teachings and practices to East Asia, Southeast Asia and Tibet, to contemporary transformations of the tradition in the modern West. In the first third of the course, we focus on the biographical and ritual expressions of the historical Buddha's life story, the foundational teachings attributed to the Buddha, and the formation and development of the Buddhist community. In the second third, we examine the rise of the Mahayana, the development of the Mahayana pantheon and rituals, and the spread of Mahayana in East Asia. In the final third, we explore the Theravada tradition in Sri Lanka and Thailand, then Tantric Buddhism in India, Tibet and East Asia. We close the course with an overview of Buddhism in the modern West.

Credit 3 units. A&S: TH BU: ETH

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#### **L23 Re St 312. South Asian Traditions**

In this course, we take a considered look at the diverse religious traditions that have shaped and enriched life on the Indian subcontinent and beyond. India, Pakistan, Nepal, Bangladesh and Sri Lanka are home to Hindu, Islamic, Buddhist, Jain, Christian and Sikh traditions of learning and practice, among others. This course provides an in-depth survey of the traditions of South Asia, while attending to the borrowings and contestations that have blurred and defined the boundaries between traditions over time. We explore the central teachings, practices and debates of these traditions as we explore mythology, poetry and narrative; ritual and performance; social relations and political life at selected moments in the history of South Asia.

Credit 3 units. A&S: TH, CD

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#### **L23 Re St 3122. Race, Caste, Conversion: Social Movements in South Asia**

Same as History 3122

Credit 3 units. A&S: TH, CD, SD

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#### **L23 Re St 313C. Islamic History 622–1200**

Same as History 313C

Credit 3 units. A&S: TH BU: IS FA: SSP

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#### **L23 Re St 314C. Islamic History 1200–1800**

Same as History 314C

Credit 3 units. A&S: TH BU: IS FA: SSP

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#### **L23 Re St 3192. Modern South Asia**

Same as History 3192

Credit 3 units. A&S: TH, CD BU: HUM, IS FA: SSP

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#### **L23 Re St 3221. Topics in Italian Studies: The Jewish Experience in Italy, 1850–1945**

Same as Ital 3221

Credit 3 units. A&S: TH

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#### **L23 Re St 325F. Spiritual Classics of the Catholic Tradition**

Catholicism approached from human paradigms: saint, mystic, thinker, humanist, artist, outsider. Interpretation of primary texts, focused on the unifying forms of Catholic tradition and how these forms continue to be renewed.

Credit 3 units. A&S: TH BU: ETH FA: SSP

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#### **L23 Re St 3262. The Early Medieval World 300–1000**

Same as History 3262

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

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#### **L23 Re St 3263. The High Middle Ages: 1000–1500**

Same as History 3263

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

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#### **L23 Re St 3277. Philosophy of Religion**

Same as Phil 327

Credit 3 units. A&S: TH

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#### **L23 Re St 3293. Religion and Society**

Same as Anthro 3293

Credit 3 units. A&S: SS BU: ETH

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#### **L23 Re St 3301. Religion and Science**

This course explores the relationships between religion and the natural sciences from an historical perspective, focusing on developments in the West from the 17th century to the present, with special emphasis on Galileo, Darwin and contemporary issues

raised by cosmology and evolutionary biology. Topics include the Bible and science, natural theology, and the viability of religious belief in the context of 20th-century science.

Credit 3 units. A&S: TH BU: ETH

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#### **L23 Re St 3313. Women and Islam**

Same as Anthro 3313

Credit 3 units. A&S: SS, CD BU: BA FA: SSP

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#### **L23 Re St 334C. History of the Jews in Christian Europe to 1789**

Same as History 334C

Credit 3 units. A&S: TH, CD BU: ETH, HUM, IS FA: SSP

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#### **L23 Re St 335C. The Jews in the Modern World**

Same as History 335C

Credit 3 units. A&S: TH, CD BU: ETH, HUM FA: SSP

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#### **L23 Re St 336C. History of Jews in Islamic Lands**

Same as History 336C

Credit 3 units. A&S: TH BU: HUM FA: SSP

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#### **L23 Re St 338. Pilgrims and Pilgrimage**

This course is an exploration of some of the different manifestations and meanings of religiously motivated travel in various religious traditions, both East and West. While we look briefly at the history of pilgrimage in the premodern world, our primary focus is on pilgrimage in modern times. Our reading materials include primary sources, especially firsthand accounts and/or film documentaries by people who have participated in pilgrimages to places such as Varanasi, Bodhgaya, Mecca, Jerusalem and even Graceland. We also read secondary scholarly literature on pilgrimage by scholars from a wide range of disciplines, including history, anthropology, art history and political science. Just a few of the questions we explore are: What motivates people to undertake pilgrimages? Is the nature of this motivation different today than what it was in the past? What are some of the various ritual, social, temporal and spatial elements and stages involved in pilgrimage? Why do some religious people vehemently oppose this kind of religious travel? What explains the continued popularity of pilgrimage today? Do online "virtual" pilgrimages perform the same function as actual physical travel? What is it that differentiates pilgrimage from other kinds of travel?

Credit 3 units. A&S: TH

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#### **L23 Re St 3411. The Jewish People in America**

Same as JNE 341

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

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#### **L23 Re St 343C. Europe in the Age of the Reformation**

Same as History 343C

Credit 3 units. A&S: TH, CD, SD BU: BA, HUM FA: SSP

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#### **L23 Re St 346. Topics in East Asian Religions**

This course explores one of the various topics in East Asian Religion.

Credit 3 units. A&S: TH

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#### **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 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, bioethics, the environment and other contemporary issues. Prerequisite: Re St 203 or Re St 311.

Credit 3 units. A&S: TH BU: ETH FA: SSP

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#### **L23 Re St 348. Hindu Traditions**

What exactly is Hinduism? Many have remarked on the overwhelming variety of Hindu traditions: the plethora of gods, the richness and range of mythological traditions, the great variety of festivals. In this course, we examine the diversity of Hindu traditions from a number of perspectives. We reflect on what this diversity means — How can we define Hinduism? Who is a Hindu? What have people understood Hinduism to be? We familiarize ourselves with key concepts, ceremonies, and narratives (from the Vedas to the Ramayana, from sacrifice to marriage) through the eyes of men and women, upper- and lower-castes, on the Indian subcontinent and around the world. We also learn how issues of social and gender equality have been debated in the language of Hindu traditions, thereby building a foundation for understanding the gender struggles, class conflict and sectarian strife in modern India.

Credit 3 units. A&S: TH, CD, SD BU: ETH

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#### **L23 Re St 3480. Medieval Jewish Travelogues, Chronicles and Biographies**

Same as BHBR 348

Credit 3 units. A&S: TH

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#### **L23 Re St 3510. Cultures of the Middle Ages: Death and Dying in Medieval Europe**

Same as Med-Ren 351

Credit 3 units. A&S: TH, CD

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#### **L23 Re St 3528. Introduction to Early Medieval Art and Architecture**

Same as Art-Arch 3528



Credit 3 units. A&S: TH, CD

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**L23 Re St 3529. Medieval Icons: Painting before the Renaissance**

Same as Art-Arch 3529

Credit 3 units. A&S: TH

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**L23 Re St 354. Shamans, Sages and Saints: An Introduction to Korean Religion**

The purpose of this course is to survey some of the main currents in Korean religion through the study of selected religious traditions that have flourished among the Korean people on the Korean peninsula anciently and in contemporary times. These religions include Shamanism, Confucianism, Christianity and indigenous new religions. We approach these religions by focusing on the people — shamans, sages, and saints — who exemplify these traditions, as well as the search for personal welfare and prosperity that form continuities despite the differences in doctrines, beliefs and practices.

Credit 3 units. A&S: TH, CD BU: ETH

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**L23 Re St 3541. Byzantine Icons in Byzantine Life**

Same as Art-Arch 3541

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

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**L23 Re St 356C. Ancient Philosophy**

Same as Phil 347C

Credit 3 units. A&S: TH BU: ETH FA: SSP

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**L23 Re St 365F. The Bible as Literature**

Same as E Lit 365F

Credit 3 units. A&S: TH BU: ETH FA: Lit

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**L23 Re St 366. Approaches to the Qur'an**

The place of the Qur'an in Islamic religion and society. Equal emphasis on text — the Qur'an's history, contents and literary features — and context — the place of the Qur'an in everyday life, its oral recitation, artistic uses and scholarly interpretation. Knowledge of Arabic not required.

Credit 3 units. A&S: TH, CD BU: ETH

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**L23 Re St 367. Religious Themes in Contemporary Literature**

Same as E Lit 367

Credit 3 units. A&S: TH BU: ETH FA: Lit

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**L23 Re St 3670. Gurus, Saints and Scientists: Religion in Modern South Asia**

Many longstanding 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.

Credit 3 units. A&S: TH, CD BU: ETH

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**L23 Re St 368. Theories and Methods in the Study of Religion**

What is religion? In this course, we explore how religious ritual may help to clarify the nature and function of religion. We first consider some "classic" theories of religion and ritual, such as those of James Frazer, Sigmund Freud, Emile Durkheim, Mircea Eliade, Max Weber, E. E. Evans-Pritchard and Clifford Geertz. We also consider some more recent theories of ritual and its relationship to religion (such as those of Victor Turner and Maurice Bloch). Alongside and in light of these theoretical writings, we look at specific instances of ritual practice from various cultures and periods. Note: This course is required for Religious Studies majors and minors. It is recommended that this course be taken after completion of Re St 202 and Re St 203.

Credit 3 units. A&S: TH BU: ETH

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**L23 Re St 374C. The Jews in the Ancient World**

Same as JNE 301C

Credit 3 units. A&S: TH, CD BU: BA, HUM FA: SSP

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**L23 Re St 3750. In the Beginning: Creation Myths of the Biblical World**

Same as JNE 3751

Credit 3 units. A&S: TH, CD, WI

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**L23 Re St 380. Topics in Religious Studies**

The topic for this course varies.

Credit 3 units. A&S: TH BU: ETH FA: SSP

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**L23 Re St 3802. Sacred Shrines and Holy Places**

Studies architecture, painting, ornamentation, music and dance as religious expressions by focusing on six major shrines and the sacred arts associated with them: the Hindu temple of Konarak, the Shinto Shrine at Ise, the Buddhist temple at Borobudur, the Catholic cathedral at Chartres, the Pueblo Indian kiva at Kuaua, and the Suleymaniye mosque of Istanbul. Examines the arts and their relationship to the beliefs of the various traditions. Field trips scheduled to some local shrines, mosques, synagogues and churches.

Credit 3 units. A&S: TH, CD BU: ETH FA: SSP

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**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: TH BU: HUM FA: SSP

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**L23 Re St 382. Topics in Christian Thought**

The topic covered in this course varies.

Credit 3 units. A&S: TH BU: ETH FA: SSP

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**L23 Re St 3831. Magicians, Healers and Holy Men**

Same as Classics 3831

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

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**L23 Re St 385D. Topics in Biblical Hebrew Texts**

Same as BHBR 385D

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

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**L23 Re St 386. Topics in Jewish Studies**

Same as JNE 3582

Credit 3 units. A&S: TH, CD

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**L23 Re St 38C8. Religion and Politics in South Asia: Writing-Intensive Seminar**

Same as History 38C8

Credit 3 units. A&S: TH, CD, WI

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**L23 Re St 390. Lyrics of Mystical Love, East and West**

Same as Comp Lit 390

Credit 3 units. A&S: TH, CD, WI FA: Lit

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**L23 Re St 392. South Asian Traditions in Practice: Ritual, Spectacle, Self**

What is ritual, what do rituals mean, how do rituals work? In this course we explore different perspectives on how ritual practice can be effective: How do ritual performances express or reconcile core cultural values? How do forms of worship produce, reinforce or alter relationships of kinship, hierarchy or power? How are regimens of practice employed for making the self? We explore these questions through detailed study of forms of practice in Hindu, Islamic, Jain and other South Asian traditions: public processions; dramatic performance; domestic rites; meditation and worship; diet and bodily discipline. Course aims are to deepen our understandings of religion, society and politics in general, and of South Asian culture and history in particular. No prerequisites; prior course work in Re St 203 or Re St 3670 recommended.

Credit 3 units. A&S: TH, CD BU: ETH

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**L23 Re St 393. Medieval Christianity**

This course surveys the historical development of Christian doctrine, ecclesiastical organization and religious practice between the 5th century and the 15th, with an emphasis on the interaction of religion, culture, politics and society. Topics covered include the Christianization of Europe, monasticism, the liturgy, sacramental theology and practice, the Gregorian reform, religious architecture, the mendicant orders and the attack on heresy, lay devotions, the papal monarchy, schism and conciliarism, and the reform movements of the 15th century.

Credit 3 units. A&S: TH BU: BA

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**L23 Re St 39T8. Sufism: Mystics in Islamic History: Writing-Intensive Seminar**

Same as History 39T8

Credit 3 units. A&S: TH, CD, WI BU: HUM

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**L23 Re St 4020. Jerusalem, The Holy City**

Same as JNE 4020

Credit 5 units. A&S: TH, CD, SD

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**L23 Re St 403. Topics in East Asian Religions**

This course for advanced undergraduate and graduate students on specific themes and methodological issues in East Asian religions.

Credit 3 units. A&S: TH, CD

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**L23 Re St 4041. Islam and Politics**

Same as Anthro 4041

Credit 3 units. A&S: SS, CD BU: IS FA: SSP

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**L23 Re St 4042. Islam Across Cultures**

Same as Anthro 4042

Credit 3 units. A&S: SS, CD FA: SSP

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**L23 Re St 405. Diaspora in Jewish and Islamic Experience**

Same as JNE 405

Credit 4 units. A&S: TH

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**L23 Re St 4050. Topics in Political Thought: Politics of Religious and Cultural Pluralism**

Same as Pol Sci 405

Credit 3 units. A&S: SS BU: ETH FA: SSP

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**L23 Re St 4060. Convivencia or Reconquista? Muslims, Jews and Christians in Medieval Iberia**

Same as JNE 4060

Credit 3 units. A&S: TH, CD

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**L23 Re St 4070. Judaism and Islam in Comparative Perspective**

Same as JNE 4070

Credit 3 units. A&S: TH

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**L23 Re St 4101. Medieval English Literature II**

Same as E Lit 4101

Credit 3 units. A&S: TH

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**L23 Re St 411. Topics in Christianity: 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. It examines the religious experience of women in a variety of settings, from household to convent. Readings include modern studies of women and religion in medieval Europe, as well as medieval texts produced by, for and about women.

Credit 3 units. A&S: TH

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**L23 Re St 412. Islamic Theology**

This course explores major themes of early Islamic theology as developed by the Mutazilite, Ash'arite and Maturidi schools. Some attention also 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 also are introduced to some secondary literature on various themes. Some comparative theology with reference to the Judeo-Christian tradition is a regular feature of class discussion. Topics include (but are not limited to) debates over the createdness of the Qur'an; predestination and foreknowledge; God's attributes; the nature of language; the nature of the human soul; and creation and afterlife.

Credit 3 units. A&S: TH FA: SSP

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**L23 Re St 413. Topics in Islam**

Same as JNE 445

Credit 3 units. A&S: TH BU: IS FA: SSP

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**L23 Re St 414. Readings in Classical Chinese Philosophy**

Same as Chinese 414

Credit 3 units. A&S: TH, CD

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**L23 Re St 415. Topics in Judaism**

Same as JNE 415

Credit 3 units. A&S: TH

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**L23 Re St 418. Gender and Sexuality in East Asian Religions**

In this course we explore some of the primary gender ideals and realities, images and self-representations in the religions of China, Japan and Korea, with a discussion of Confucianism but primary emphasis on East Asian Buddhism (esp. Zen and Pure

Land), Daoism, Shinto and popular religious traditions such as Shamanism. Selected reading and discussion materials include scriptural texts; poetry, fiction and drama (in English translation); painting and archeological evidence; films and videos; and secondary scholarly and ethnographic studies. Prerequisite: at least one introductory course in East Asian religions or civilizations (Chinese, Japanese or Korean) is recommended.

Credit 3 units. A&S: TH, CD, SD

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**L23 Re St 432. Early Christianity and Classical Culture**

This course explores the tangled, sometimes conflictual, but always fascinating relations between early Christianity and the classical world through which it spread. Topics discussed include: the Pauline epistles in relation to Greco-Roman letter writing; the gospels and pagan biographical traditions; the apocryphal Acts of the Apostles and the ancient novel; and the relationship between miracle and magic in regard to Jesus and pagan holy men. Our aim is to understand the multicultural, cosmopolitan world that gave rise to Christianity and its earliest literature.

Credit 3 units. A&S: TH

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**L23 Re St 4324. Sacred Spaces of Islam**

Same as Art-Arch 4324

Credit 3 units. A&S: TH, CD

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**L23 Re St 4401. Topics in Rabbinic Texts**

Same as BHBR 440

Credit 3 units. A&S: TH

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**L23 Re St 4436. Imperial Art of Ancient India**

Same as Art-Arch 4436

Credit 3 units. A&S: TH, CD

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**L23 Re St 444. The Mystical Tradition in Judaism**

What is Jewish "mysticism"? What is its relationship to the category of "religion"? Is Jewish mysticism just one form of a general phenomenon common to a variety of religious traditions or is it a specific interpretation of biblical, rabbinic and other Jewish traditions? Taking the above questions as a starting point, this course aims at a systematic and historically contextualized analysis of a broad range of Jewish texts that are commonly classified as "mystical." (All primary texts are read in translation.) Within a broad historical time frame reaching from late antiquity up to the turn of the 19th century, the topics to be discussed include: classical rabbinic literature and its relationship to early esoteric teachings; the alphabetical mysticism of the Book of Creation; traditions of heavenly ascent (Hekhalot Literature) and magical power; the emergence of classical Kabbalah in medieval France and Spain, and the composition of its central text, the Zohar ("Book of Splendor"); Isaac Luria and the further development of Kabbalah in Ottoman Palestine and beyond; Sabbatai Tzvi's messianic movement between Judaism and Islam; the Hasidic

communities in Eastern Europe and the phenomenon of mystical leadership. At the same time, we explore such overarching themes as: the interplay of esoteric exegesis of the Bible and visionary experiences; the place of traditional Jewish law (halakhah) within mystical thought and practice; the role of gender, sexuality and the body in Jewish mystical speculation and prayer; the relationship between mysticism and messianism; Ashkenazic and Sephardic traditions and their mutual impact on Jewish mysticism; the absence of women from Jewish mystical movements; esoteric traditions of an elite vs. mysticism as a communal endeavor; and the tension between innovation and (the claim to) tradition in the history of Jewish mysticism. Prerequisite: Re St 208F or permission of the instructor.

Credit 3 units. A&S: TH, CD BU: ETH, IS

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**L23 Re St 471. Topics in Religious Studies**

The topic for this course varies.

Credit 3 units. A&S: TH

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**L23 Re St 4711. Topics in Religious Studies: Gender and Religion in China**

In this course, we explore the images, roles and experience of women in Chinese religions: Confucianism, Daoism, Buddhism and so-called "popular" religion. Topics discussed include: gender concepts, norms, and roles in each religious tradition; notions of femininity and attitudes toward the female body; biographies of women in Confucian, Daoist and Buddhist literature; female goddesses and deities; and the place of the Buddhist and Daoist nun and laywoman in Chinese society. All readings are in English or in English translation. Prerequisite: senior/graduate standing. Students with no previous background in Chinese religion, literature or culture need instructor's permission before enrolling.

Credit 3 units. A&S: TH FA: SSP

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**L23 Re St 474. Topics in Religious Studies**

The topic for this course varies.

Credit 3 units. A&S: TH FA: Lit

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**L23 Re St 478. Topics in Religious Studies**

The topic for this course varies.

Credit 3 units. A&S: TH FA: Lit

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**L23 Re St 479. Senior Seminar in Religious Studies**

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 Honor's thesis or fulfilling a capstone requirement in a second major. The class also is open, with the permission of the instructor, to other advanced undergraduates with previous course work in Religious Studies.

Credit 3 units. A&S: TH, SD

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**L23 Re St 480. Topics in Buddhist Traditions**

The topic for this course varies.

Credit 3 units. A&S: TH FA: SSP

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**L23 Re St 481. Dante**

Same as Ital 481

Credit 3 units. A&S: TH FA: Lit

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**L23 Re St 4811. Reading Seminar in Religion and Chinese Literature**

Same as Chinese 481

Credit 3 units. A&S: TH FA: Lit

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**L23 Re St 490. Topics in Islamic Thought**

The topic covered varies.

Credit 3 units. A&S: TH

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**L23 Re St 4901. Topics in Islamic Thought: Proseminar in Methods and Approaches in Islamic Studies**

Same as JNE 4901

Credit 3 units. A&S: TH

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**L23 Re St 4941. Advanced Seminar in History: Religion and Society in Modern Europe**

Same as History 4994

Credit 4 units. A&S: TH

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**L23 Re St 4965. Advanced Seminar in History: Magic, Heresy and Witchcraft in the Middle Ages: 350–1550**

Same as History 4965

Credit 4 units. A&S: TH

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**L23 Re St 498. Independent Work for Senior Honors I**

Investigation of a topic, chosen in conjunction with a faculty adviser, on which the student prepares a paper and is examined. Students take Re St 498 in the fall semester and Re St 499 in the spring semester. Prerequisites: admission to the Honors program, and permission of the program director and the major adviser. Credit 3 units.

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**L23 Re St 499. Independent Work for Senior Honors II**

Investigation of a topic, chosen in conjunction with a faculty adviser, on which the student prepares a paper and is examined. Students take Re St 498 in the fall semester and Re St 499 in the spring semester. Prerequisites: admission to the Honor's program, and permission of the program director and the major adviser. Credit 3 units. FA: SSP

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**L23 Re St 4993. Advanced Seminar: Women and Religion in Medieval Europe**

Same as History 4993

Credit 4 units. A&S: TH

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**L23 Re St 4996. Advanced Seminar in History: Islam in China**

Same as History 4996

Credit 4 units. A&S: TH, CD

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**L23 Re St 4998. Advanced Seminar in History: Heresy and War**

Same as History 4998

Credit 4 units. A&S: TH

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**Phone:** 314/935-8677

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**Departmental website:** [http://  
religiousstudies.artsci.wustl.edu/](http://religiousstudies.artsci.wustl.edu/)

## Arts & Sciences: Romance Languages and Literatures

If you are a prospective major, you should consult with the director of Undergraduate Language Studies of the language you have chosen as early as possible. The department offers majors in French, Italian, Spanish, and the special major in Romance Languages. Minors are offered in the above and in Applied Linguistics. The department also offers course work in Portuguese.

### Chair

**Harriet A. Stone**

Ph.D., Brown University

### Endowed Professors

**Mabel Moraña**

William H. Gass Professor in Arts & Sciences; Director of Latin American Studies Program, International and Area Studies  
Ph.D., University of Minnesota

**Elzbieta Sklodowska**

Randolph Family Professor in Arts & Sciences  
Ph.D., Washington University

### Professors

**Pascal Ifri**

Ph.D., Brown University

**Stamos Metzidakis**

Ph.D., Columbia University

**Joseph Schraibman**

Ph.D., University of Illinois at Urbana-Champaign

**Colette H. Winn**

Ph.D., University of Missouri-Columbia

### Associate Professors

**Joe Barcroft**

Ph.D., University of Illinois at Urbana-Champaign

**Cindy Brantmeier**

Ph.D., Indiana University-Bloomington

**J. Andrew Brown**

Ph.D., University of Virginia

**Tili Boon Cuillé**

Ph.D., University of Pennsylvania

**Nina Cox Davis**

Ph.D., Johns Hopkins University

**Seth Graebner**

Ph.D., Harvard University

**Rebecca Messbarger**

Ph.D., University of Chicago

**Eloísa Palafox**

Ph.D., Michigan State University

**Michael Sherberg**

Ph.D., University of California-Los Angeles

**Akiko Tsuchiya**

Ph.D., Cornell University

### Assistant Professors

**William Acree**

Ph.D., University of North Carolina-Chapel Hill

**Ignacio Infante**

Ph.D., Rutgers University

**Stephanie Kirk**

Ph.D., New York University

**Tabea Linhard**

Ph.D., Duke University

**Ignacio Sánchez-Prado**

Ph.D., University of Pittsburgh

**Julie E. Singer**

Ph.D., Duke University

**Claire Solomon**

Ph.D., Yale University

### Senior Lecturers

**Elizabeth Allen**

Ph.D., Columbia University

**Virginia Braxs**

M.A., Washington University

**Lynne R. Breakstone**

Ph.D., Northwestern University

**Amanda Carey**

M.A., Arizona State University

**Emily Guignon**

Ph.D., Washington University

**Nancy Kay Schnurr**

M.A., Middlebury College

**Gail Swick**

M.A.T., Washington University

**Lecturers****Marisa Barragán-Peugnet**

M.A., Saint Louis University

**Tracy Bishop**

Ph.D., University of Wisconsin–Madison

**Annelise Brody**

Ph.D., Johns Hopkins University

**Lionel Cuillé**

Doctorat, Ecole Normale Supérieure LSH

**Jody Doran**

M.A., Washington University

**Juliana Varela**

M.S.W., University of Pittsburgh

**Selma Vital**

M.A., University of Illinois

**Iva Youkilis**

M.A., University of Virginia

**Professor Emerita****Elyane Dezon-Jones**

Doctorat de 3e Cycle, University of Paris

**Professors Emeritis****John F. Garganigo**

Ph.D., University of Illinois

**Michel Rybalka**

Ph.D., University of California–Los Angeles

**Senior Lecturer Emerita****Susan R. Rava**

Ph.D., Washington University

If you are a prospective major, you should consult with the director of Undergraduate Language Studies of the language you have chosen as early as possible.

For the French major, please see the French page.

For the Italian major, please see the Italian page.

For the Spanish major, please see the Spanish page.

## The Major in Romance Languages and Literatures

Like our other majors, the Romance languages major requires a writing-intensive course and a capstone. Further details are available on the department's website at <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 326, or Italian 323 and 324, or two among Spanish 330, 335, or 336), and two 400-level courses (in Italian, two literature courses; in French, two literature courses or one literature course and French 411; in Spanish, either two literature courses or one literature and one linguistics course).
- Language II: courses through the 400 level, including 307, 308, at least two literature surveys (French 325 and 326, or Italian 323 and 324, or two among Spanish 330, 335, or 336), 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 326; Italian 323 or 324; Spanish 330, 335, or 336).
- One WI (writing-intensive) course either in Spanish or Italian, or via French 411 (fall only).
- A capstone experience, either by completing Latin honors or by completing a senior undergraduate seminar in your junior or senior year with a grade of B+ or better. We encourage you to think about 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.

You will need to take these classes for a grade (not pass/fail) and earn a B– or better, with a B average overall, per departmental requirements of all majors.

You will need approval from directors of Undergraduate Studies for Italian, French, and Spanish for this major.



## Additional Information

If you plan to teach or pursue graduate study, you should consider taking a second foreign language, as well as linguistics courses. In all departmental courses for the major the student must receive a grade of B– or above. Each student's progress toward achieving the objectives of the major will be assessed on a regular basis and by a variety of means. More information is available in the departmental mission statement.

**Spanish Honors in Linguistics:** To qualify for Spanish Honors in linguistics in the major by thesis, you 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:** You are encouraged to participate in a study abroad program. Programs are available in France, Italy, Spain, Ecuador, Mexico, and Chile.

**Senior Honors:** You are encouraged to work toward Latin Honors (*cum laude*, *magna*, *summa*). To qualify for Latin Honors in the major by thesis, you 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, you 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 your performance and the quality of the thesis or critical essays, plus your cumulative grade point average.

For the Minor in French, see the French page.

For the Minor in Italian, see the Italian page.

For the Minor in Spanish, see the Spanish page.

## The Minor in Applied Linguistics

**Units required:** 18

**Required courses:**

Ling 170D. Introduction to Linguistics  
Ling 466. Second Language Acquisition  
Span 469. Reading and Writing in a Second Language

**Elective courses :**

At least two of the following:

Span 413. Curriculum and Instruction in Modern Foreign Languages: Linguistics and Language Learning  
Span 467. Grammar and Vocabulary Acquisition

Ling 312. Phonetics  
Psych 433. Psychology of Language

At least one of the following:

AFAS 210. The Linguistic Legacy of the African Slave Trade  
Anthro 4122. Language and Gender  
Anthro 215B. Language, Culture, and Society  
Educ 4315. Culture, Language, and the Education of Black Students

Topics courses may be substituted for electives with approval.

## Additional Information

This minor is composed of 18 credits that focus on the theoretical, empirical, and practical foundations of teaching and learning second or foreign languages. All participating students must have a declared primary major.

### L34 French 1011. Essential French 1 Workshop

Application of the curriculum presented in French 101D. Pass/fail only. Grade dependent on attendance and participation.  
Credit 1 unit. A&S: LA BU: IS

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### L34 French 101D. French Level 1: Essential French 1

This first course in the French language stresses rapid acquisition of spoken French, listening comprehension, reading, and writing skills. It is designed to immerse students as much as possible into French language and culture. The five-day-a-week course is taught in French to impart communicative competence through the acquisition of everyday grammar and vocabulary. The textbook works with a feature-length French film in order to create a meaningful and culturally relevant context for the grammatical and thematic structures studied. While not required, it is strongly recommended that students enroll in French 1011, a one-credit, pass-fail practice session.  
Credit 5 units. A&S: LA BU: HUM, IS

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### L34 French 1021. Essential French 2 Workshop

Application of the curriculum presented in French 102D. Pass/fail only. Grade dependent on attendance and participation.  
Credit 1 unit. A&S: LA BU: IS

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### L34 French 102D. French Level 2: Essential French 2

This second course in the French language program focuses on more advanced language skills to stress further rapid acquisition of spoken French, listening comprehension, reading, and writing skills. It is designed to immerse students as much as possible into French language and culture. The five-day-a-week course is taught in French to impart communicative competence through the acquisition of everyday grammar and vocabulary. The textbook works with a feature-length French film in order to create a meaningful and culturally relevant context for the grammatical

and thematic structures studied. While not required, it is strongly recommended that students enroll in French 1051, a one-credit, pass-fail practice session. Prerequisite: French 101D or equivalent (often recommended for students with two to three years of high school French [Seventh and eighth grades counting as one year]). Credit 5 units. A&S: LA BU: HUM, IS

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**L34 French 1051. Advanced Elementary French Practice Session**

Application of the curriculum presented in French 102D or French 105D. For students with two to four years of high school French. Pass/fail only. Grade dependent on attendance and participation. Credit 1 unit. A&S: LA BU: IS

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**L34 French 1052. Advanced Elementary French Workshop**

Working vocabulary for the Institute taught to emphasize real-life situations abroad. Only for students who have completed French 102D and 105D and who plan to attend French Summer Language Institute. Credit/no credit. Credit 1 unit. A&S: LA

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**L34 French 105D. Advanced Elementary French**

This course provides an intensive, five-day-a-week review of elementary French, covering in one semester the entire French 101-102 program. It is designed to immerse students as much as possible into French language and culture. The course is taught in French to impart communicative competence through the acquisition of everyday grammar and vocabulary. The textbook works with a feature-length French film in order to create a meaningful and culturally relevant context for the grammatical and thematic structures studied. While not required, it is strongly recommended that students enroll in French 1051.01, a 1-credit, pass/fail practice session. This course is often recommended for students with three years of high school French. Credit 5 units. A&S: LA BU: HUM, IS

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**L34 French 201D. French Level 3: Intermediate French**

An intermediate review course with multiple goals: independent and accurate oral and written communication; comprehension of a variety of French and Francophone materials; review of grammar functions; communicative activities. Prerequisite: French 102D or the equivalent (usually recommended for students with four years of high school French [Seventh and eighth grades count as one year]). Credit 5 units. A&S: LA BU: HUM, IS

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**L34 French 202. French Level III At the Summer Institute**

This Summer Institute course focuses on the major features of French 201D. Students improve speaking, writing, and reading skills in French by combining study of grammatical forms with exercises designed to mirror many experiences they encounter while in France. The location abroad and contact with French host fami-

lies and other French people facilitate the student's learning experience. Students enrolled in this course also take French 353, and are prepared to enroll in French 307D upon their return to St. Louis. Open only to students attending the Summer Institute in France. Prerequisite: French 102D or 105D. Credit 3 units. BU: IS

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**L34 French 215. Conversation, Culture, Communication 1: Pop Culture**

The course examines popular culture through a focus on what is said and performed, viewed especially but not exclusively through French film. Five thematic units focus on everyday occurrences and themes that mark both French and Francophone experience: the intersection of French History with the lives of ordinary people; the role of the French family in modern life; the motto of the French Revolution and how it applies today; the notions of community and the individual in modern French and Francophone society; the role of the French in the world at large. Active student participation is required; student is required to do at least two oral presentations on the films we see, and in some of the versions, to make their own film. An optional film-viewing is scheduled from 2 to 4 p.m. Fridays. Prerequisite: French 201D or the equivalent; may be taken before or after French 216.

Credit 3 units. A&S: LA BU: ETH

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**L34 French 216. Conversation, Culture, Communication 2: French Culture Through French Film**

This course enables students to pursue their exploration of French culture through French film. Though not a history of French cinema, it introduces some of France's most celebrated actors and directors. We focus on excerpts that illustrate important life themes, including childhood, coming of age, existential crises, the search for happiness, the need for laughter, the threat of crime and violence, the complexities of love, and attitudes toward death. Students are asked to contrast their expectations of how such themes are to be treated with the way in which the French choose to portray them. Students write film reviews as though they were, alternately, an American or a French critic. As a final project, they write their own screenplay and imagine how it might be filmed in France. By the end of the course they have begun to view French culture with a French eye. Prerequisite: French 201D or the equivalent; may be taken before or after French 215.

Credit 3 units. A&S: LA BU: ETH

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**L34 French 247. Freshman Seminar**

Taught in English. Small group seminar devoted to readings and study of other texts such as films, paintings, etc., discussion, writing. Topics vary; interdisciplinary focus. Prerequisite: AP in English, French or History, or permission of the instructor. Does not substitute for any other French course.

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

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**L34 French 250C. Voyages and Discoveries: French Masterpieces**

Taught in English. Novels and short stories about voyages and discoveries—real and symbolic—where young people confront themselves and crises in their lives. A discussion course with short writing assignments and viewing of films of several works studied. Masterpieces selected from writers such as Voltaire, Balzac, Flaubert, Maupassant, Gide, Colette, Camus, Sartre, Duras, and Ernaux, among others. No French background required; students who have completed the English Composition requirement are welcome.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L34 French 257. From Champagne to Champlain: French Culture in North America**

Taught in English. Following Champlain's founding in 1604 of the first French settlement in Nova Scotia (formerly Acadia), the French began to build what they hoped would be a vast empire, from Quebec to the Gulf of Mexico. Over the next 200 years, French culture and language spread throughout North America and could well have been the dominant one in this country had history moved in different directions. This course examines the history, literature, religion, architecture, music, and cuisine of the vast territory known as "New France." Through use of conventional textual documents, as well as films, slides, CDs, and field trips to Missouri historical sites, it exposes the student to the continuing richness of French culture all around us. Drawing on local resources (e.g., Fort de Chartres, Cahokia Courthouse, and Sainte Genevieve), students learn about many fundamental connections between America and France. Topics include early explorations, Jesuit missions, literary representations of the New World, colonial architecture, the French and Indian War, the Louisiana Purchase, Cajun and Mississippian culture.

Credit 3 units. A&S: TH BU: ETH FA: SSP

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**L34 French 298. An Internship for Liberal Arts Students**

Same as GeSt 2991

Credit variable, maximum 3 units.

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**L34 French 299. Undergraduate Independent Study**

Prerequisite: French 201D and permission of the Director of Undergraduate Study.

Credit variable, maximum 3 units.

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**L34 French 2ABR. French Coursework Completed Abroad**

Credit variable, maximum 12 units.

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**L34 French 301. French in France**

Intended for students studying abroad on a Washington University program or a Washington University-approved program abroad, this course stresses fluency in daily transactions as these require primarily, but not exclusively, proficiency in spoken French.

Credit 3 units. A&S: LA

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**L34 French 3011. Applied Language Skills**

Intended for students studying on a Washington University Program or a Washington University-approved program abroad, this course follows French 301 and further develops communication skills in French.

Credit 2 units. A&S: LA

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**L34 French 3012. Internship Practicum**

Intended for students studying on a Washington University Program or a Washington University-approved program abroad, this course combines internship experience with research and a rapport de stage (final report).

Credit 3 units. A&S: LA

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**L34 French 3013. European Economic Issues**

Intended for students studying on a Washington University Program or a Washington University-approved program abroad, this course examines a variety of topics concerning France's role in the European Economic Community (EEC), including, but not restricted to: fiscal policy, major economic models, exchange market structure, international monetary system, debt policy, etc.

Credit variable, maximum 3 units. A&S: SS BU: IS FA: SSP

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**L34 French 3014. European Social Issues**

Intended for students studying on a Washington University Program or a Washington University-approved program abroad, this course examines many aspects of France's role within Europe, including, but not restricted to its history, government, social welfare programs, the role of religion in society.

Credit 2 units. A&S: SS FA: SSP

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**L34 French 307D. French Level 4: Advanced French**

Thorough review of French grammar with intensive practice in writing. Conversation and vocabulary, as well as application of French grammatical structures, are based on reading of French texts. Essential for further study of French language and literature. Students in all sections are encouraged (but not required) to enroll simultaneously in French 3071, an activity-based companion course. Prerequisite: French 201D or the equivalent (recommended for students with five years of high school French [Seventh and eighth grades count as one year]).

Credit 3 units. A&S: LA BU: HUM, IS

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**L34 French 308D. French Level 5: Introduction to Literary and Cultural Analysis**

Continuation of French 307D with emphasis on improvement of writing skills through analysis of literary texts and creative writing. Should be taken before French 325C or 326C. Prerequisite: French 307D or equivalent.

Credit 3 units. A&S: LA BU: HUM, IS FA: Lit

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**L34 French 311C. French Culture and Civilization: The New Face of France**

We study the life and culture of France with the aim of improving written and spoken French. Special emphasis is placed on the changes that are slowly but radically transforming French society: the increasing influence of the European Union; the influx of immigrants from Africa and other parts of the world; the growing role of Arabs and other French citizens born of foreign parents; the increasingly dominant position of women; the globalization of French culture; technological progress, etc. Lectures, discussions, TV newscasts, web sites, and oral reports. Prerequisite: French 201D or placement by examination.

Credit 3 units. A&S: TH BU: BA, HUM, IS FA: SSP

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**L34 French 318D. Preparation for Year in France**

Designed to prepare students for the experience of studying abroad (for either a year or a semester, on Washington University-sponsored or -approved programs), this course emphasizing improved oral discussion and writing skills through readings, papers, practice in language lab, and active class participation. The course provides an introduction to the techniques of explication de texte, commentaire composé, and dissertation littéraire. The class discusses various aspects of modern French society as well as topics related to the student's experience abroad, such as the university system, the French family, French social mores, etc. May replace French 308D for candidates attending semester and year abroad programs in a French-speaking country. Required for students planning to study in Toulouse and Paris and recommended for other programs in France.

Credit 3 units. A&S: LA BU: IS

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**L34 French 321. Topics I**

Same as L97 IAS 3212

Focusing on topics of cultural and social importance, this course offers students the opportunity to learn about defining moments in the French tradition. The specific topic of the course varies from semester to semester and may include works from different disciplines, such as art, film, gender studies, history, literature, music, philosophy, politics, science. Prerequisite: French 307D.

Credit 3 units. A&S: LA BU: ETH

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**L34 French 322. Topics II**

Focusing on topics of cultural and social importance, this course offer students the opportunity to learn about defining moments in the French tradition. The specific topic of the course varies from semester to semester and may include works from different disciplines, such as art, film, gender studies, history, literature, music, philosophy, politics, science. Prerequisite: French 307D.

Credit 3 units. A&S: LA BU: ETH

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**L34 French 325. French Literature I: Dramatic Voices: Poets and Playwrights**

An interpretation of cultural, philosophical, and aesthetic issues as presented in influential works of French poetry and drama from the Middle Ages to the present. May be taken before or after French 326. Prerequisite: French 308D or French 318D.

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

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**L34 French 3252. French out of France: Introduction to Francophone Literatures**

An introduction to some of the "other" literatures in French: the literary traditions and cultural contexts of Francophone countries in North and sub-Saharan Africa and the Caribbean. Vibrant and productive cultures around the world have interacted with the French language and its literature to produce highly diverse texts of their own. We study some of them, focusing on issues like cultural adaptation, colonialism, and "civilizing missions," and the responses to them. We also consider the varying meanings of the term "Francophone," from conservative to liberal, and think about its implications for the study of French literature as a whole. Finally, we examine the ways in which contemporary mainland France has been irrevocably transformed by the Francophone presence. Works by Kourouma, Césaire, Kateb, and Lopes. Prerequisite: French 307D.

Credit 3 units. A&S: TH BU: IS

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**L34 French 326. French Literature II: Narrative Voices: Fiction and Nonfiction**

An investigation of cultural, philosophical, and aesthetic issues as presented in influential works of French prose from the Middle Ages to the present. May be taken before or after French 325. Prerequisite: French 308D or French 318D. Section 09. Prosaic Greatness. The title of this course emphasizes both the artistic value of certain major prose texts in French and the everyday facets of knowledge about French culture they convey. From the Middle Ages to the present, influential writers such as Montaigne, Pascal, Sand, Flaubert, and Gide have demonstrated how important political, philosophic, literary, and artistic concepts have been skillfully passed down from one generation to another through a masterful usage of French prose. By looking closely at the aesthetic and social questions raised by works such as theirs, so

characteristic of their times, students come to appreciate better the evolution of French prose and its true place within the general history of France.

Credit 3 units. A&S: TH BU: IS

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#### **L34 French 327C. French Literature III**

This general literature survey course is taught every year in the Dickinson College program in Toulouse, France, with which Washington University is affiliated. The course studies works of literature that span several centuries and genres, and considers issues such as the identity of the individual in society; the alienation and marginalization of certain groups within society; cultural identity; the historic context for literary works, etc. Open only to Washington University students enrolled in the Toulouse program with Dickinson College.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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#### **L34 French 328C. French Literature IV**

A companion course to French 327C, this general literature survey course is taught every year in the Dickinson College program in Toulouse, France, with which Washington University is affiliated. The course studies works of literature that span several centuries and genres, and considers issues such as the identity of the individual in society; the alienation and marginalization of certain groups within society; cultural identity; the historic context for literary works, etc. Open only to Washington University students enrolled in the Toulouse program with Dickinson College.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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#### **L34 French 350. Undergraduate Seminar in French Literature and Culture**

An exploration of a variety of cultural icons, objects, myths and traditions that define the French experience throughout the centuries. Topics vary. Prerequisite: French 308.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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#### **L34 French 352. French Institute Project**

Students investigate an important aspect of French life by conducting interviews with French natives and by observing them at work. Supplementing this direct experience with further research, students prepare a presentation on their selected topic for the Institute participants and for their French hosts. Open only to students enrolled in the French Summer Institute.

Credit 2 units. A&S: LA

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#### **L34 French 353. Project Plus**

This Summer Institute course combines (1) a course that examines French culture as it is represented in the evocative history of French châteaux, the arts, and contemporary lifestyle; (2) the student's project; and (3) the student's experiences as part of the community abroad (excursions, visits, group discussions). In class students gain background for appreciating the primary

sites of the Institute: in the Loire Valley, Paris, and Brittany. The classroom experience is discussion-oriented, with small writing assignments and readings. The project is an individual research program that students conduct with a French native on a particular aspect of French culture. In the past students have dealt with serious topics such as the deportation of the Jewish community in Amboise during World War II; with less grave subjects such as the work of a local wine grower or goat cheese producer, and the culinary repertoire of French and American families; and current topics concerning the political situation in Europe and the euro. Following weekly conferences with the teaching staff, students present a formal report on their experiences to an audience comprising other members of the group and the students' host families. Students at the Institute are expected to speak French in all group settings. Assignments in this course are level-appropriate (students enrolled in French 385 complete longer papers and projects than those enrolled in French 202; expectations for conversations are likewise adjusted accordingly). Required of all students attending the Summer Institute in France.

Credit 3 units.

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#### **L34 French 354. Soutenance de Stage: Internship Defense**

Credit 3 units.

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#### **L34 French 355. North American Francophone Literature in Translation**

Taught in English. The world of French language and literature is not restricted to France alone. It includes several other countries and former colonies whose cultural traditions and productions have grown in global significance as the West has increasingly understood and reacted to its own prejudices and exclusions. This course, the first in a three-semester sequence, focuses on the literature of our closest French-speaking neighbors: French Canadians, Acadians (from Nova Scotia, New Brunswick, and northern Maine) and Louisiana Cajuns. That French is the main language of all these groups results, of course, from the early colonial history of North America. Representative writers of these different French-speaking groups, including Antonine Maillet, Gerald Leblanc, Zachary Richard, Philippe Hemon, Michel Tremblay, and Marie-Claire Blais, are studied closely in their historical, literary, and cultural contexts.

Credit 3 units. A&S: TH

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#### **L34 French 370. French Social History**

Studying *L'Histoire des Mentalités*, this course explores how the concept of sickness, the perception of medicine, the role of the doctor, etc. evolved throughout the centuries. Texts are supplemented by a series of lectures offered by doctors in different specialties. Students complete a project on one area of related research. Open only to students enrolled in the Nice Pre-Med Summer Program.



Credit 3 units. A&S: TH FA: SSP

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#### **L34 French 375C. Biography of a City: Paris**

This class has a dual focus: to trace the political and cultural history of Paris throughout the ages since its founding; to highlight Paris as a theme or topos in works of art and in the popular imagination. Thus, we examine both Paris' role as an important historical center as well as its function as a vital cultural symbol. Guest speakers from the departments of Romance Languages, Art History, History, Music, Philosophy, and others. Course taught entirely in English.

Credit 3 units. A&S: TH BU: IS FA: Lit

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#### **L34 French 376C. Cinema and Society**

This survey of French and Francophone cinema examines the history of the medium from its origins through some of its more recent trends, focusing on its socially activist tendencies. Films viewed have explicit social and political messages, oftentimes highly critical of established ideological currents. Among the film/auteurs studied are Gance, Clair, Renoir, Truffaut, Godard, Varda, Sembene, and Jaoui. There is an optional extra session for group film viewing. Films are on reserve in Olin Library. Grading consists of presentations of the films and directors, a midterm exam, and a final paper. Taught in French. Prerequisite: French 307D.

Credit 3 units. A&S: LA BU: IS FA: AH

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#### **L34 French 383C. Literature and Society: Ailing Body/Ailing Mind in French Autobiographical Writings**

Illness and suffering have inspired a great variety of literary texts from the Middle Ages to the modern era. This course considers works ranging from Montaigne's influential *Essais* through contemporary novels that focus on autobiographical writings in which the author gives a personal account of his or her own direct experience with illness. Open only to students enrolled in the Nice Pre-Med program.

Credit 3 units. FA: Lit

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#### **L34 French 385. Cultural Differences**

By examining how the French perceive Americans and how the Americans perceive the French, students interrogate stereotypes, biases, and differences in values, behaviors, and beliefs between the two cultures. The class also examines the misunderstandings that occur as a result of these differences. Students also look within the American culture and within the French culture to evaluate how minorities and marginal groups exist within them. Texts include works by contemporary authors whose different professions (journalist, anthropologist, novelist, etc.) offer different perspectives on the questions of cultural difference. Open only to students enrolled in the Summer Institute in France. Prerequisite: French 307D.

Credit 3 units. A&S: TH FA: SSP

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#### **L34 French 399. Independent Study**

Prerequisite: permission of the Director of Undergraduate Study and the instructor, French 325C, 326C, or equivalent, and competence in oral and written French. Students may not receive more than 6 units of credit for independent study.

Credit variable, maximum 3 units.

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#### **L34 French 400. Intensive Translation for Graduate Students I**

The first part of a two-semester course sequence in reading and translating French. For graduate students in the humanities, social, and natural sciences. Nongraduate students may enroll with permission of the department. Must be followed by French 401.

Credit 3 units. A&S: LA

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#### **L34 French 401. Intensive Translation for Graduate Students II**

Continuation of French 400. For graduate students in the humanities, social, and natural sciences. Prerequisite: French 400; credit for French 400 is contingent on completion of French 401.

Credit 3 units. A&S: LA

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#### **L34 French 411. Intensive Writing in French**

Refinement and expansion of writing skills, mastering of complex grammatical structures and intensive training in the analysis of rhetorical issues are the goals of this course. It focuses on the acquisition of a personal style through creative exercises in composition, including the study of parody, autobiographical forms, and short story writing, as well as the practice of formal explication de texte and dissertation. Students complete a series of short papers, each with required revisions. Meets WI requirement. Prerequisite: French 307D, French 308D or equivalent, or permission of instructor. Required for all majors except those who have spent two consecutive semesters in a French-speaking country. Required for master's candidates in French unless waived by director of graduate studies.

Credit 3 units. A&S: LA, WI

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#### **L34 French 413. French Phonetics**

Phonetic theory with exercises in phonetic script, intonation, and practice in oral reading, discussions, and practice in language laboratory. For prospective teachers and candidates for advanced degrees. Conducted in French. Prerequisite: 6 units of 300-level French, or permission of instructor. Either this course or French 411 (taught in the fall) is required for French majors except for participants in the overseas study program.

Credit 3 units. A&S: LA

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#### **L34 French 4131. Advanced French and Translation**

Building on the foundation established in the third year, this course aims at an in-depth knowledge of the French language and accuracy in its use. A comparative approach (linguistic and cultural)



and systematic exercises are used to attain this goal and assist students in the demanding task of translating, both from English to French and from French to English. This course is mainly devoted to practical training using a wide range of document types, developing strategies of translation, and sensitizing students to the problem of cultural transfer. Prerequisites: French 307D and French 308D or French 318D. Writing-intensive. May be taken in place of 411 toward the completion of the French major.

Credit 3 units. A&S: LA, WI

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**L34 French 413B. Linguistics and Language Learning**

Same as Span 413

Credit 3 units. A&S: LA FA: SSP

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**L34 French 415. The Nineteenth-Century Novel: From Realism to Naturalism to Huysmans**

In this seminar we read some of the great realist novels of the 19th century, by the four masters of the genre: Balzac, Stendhal, Flaubert, Zola. We also examine Huysmans' *A Rebours*, which was written in reaction to the excesses of Realism. We determine what characterizes the realist novel and how it has evolved from Balzac to Zola. We consider its theoretical orientation, but we also focus on the major themes it addresses: the organization of French society throughout the 19th century, Paris vs. the province, love, money, ambition, dreams, material success, decadence, etc. Prerequisites: French 325 and 326 (or, for students who have completed the Paris Business Program, completion of either course). One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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**L34 French 416. Renaissance Poetics**

An examination of key authors and themes in various genres of the period. Prerequisite: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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**L34 French 4161. Special Topics in Nineteenth-Century Literature**

Prerequisite: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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**L34 French 417. Poetry and Prose of the Renaissance**

During the Renaissance, poetry in France manifested a close relationship to the visual arts, sharing expressive means as well as ends. This course considers the main poetic and philosophical currents of the Renaissance with special emphasis on formal innovation. Poets studied includes Clément Marot, Louise Labé,

Maurice Scève, Pierre de Ronsard, Joachim Du Bellay, etc. The visual arts, mainly paintings from the 15th to the early 17th century, serve to elucidate poetic images, mythological references, and philosophical concepts, and hopefully stimulate reflection on the relationship between the verbal and the visual. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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**L34 French 4171. Travel Abroad in Early Modern Times**

This course addresses such questions as national identity; international relations; migration, cultural differences, and integration; cultural interactions and influences. It concerns more specifically the important role humanism played in the spectacular development of vernacular languages and traveling abroad in Early Modern times. It is organized around the following themes: (1) Humanism, nationalism, and the growing interest in the vernacular; (2) Humanism and the ongoing project of translation (*translatio studii*); (3) Humanism and travel abroad; (4) Views on foreign cultures and one's own after returning home; (5) "La France italienne" (including at least one session on Lyons and another on Italian artists living in France); and (6) Integration and conflicts. Readings include major authors (Rabelais, Montaigne, Marguerite de Navarre, Du Bellay) as well as lesser-known figures (Pasquier, Lery, Thevet), diaries and travelogues. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH FA: SSP

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**L34 French 4172. Travel in the Renaissance and the Literature of Discovery**

Improved modes of transportation under King Francis I facilitated travel in the Renaissance. Men and women were able to view famous cultural monuments on their continent and explore parts of the world where no one had ventured before, returning home with vivid tales of distant lands and exotic peoples. With the advent of the printing press, such fascinating stories were made available to a wider audience. This course examines this literature of discovery, paying special attention to the multiple genres that flourished at the time (historical narratives, diaries, correspondences, travelogues, elegiac poetry, adventure novels) as well as the historical and cultural contexts of these works. Other questions addressed include national identity and cultural differences, cultural interactions and influences, international relations, the impact of humanism, and the concept of *curiositas*. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH

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#### **L34 French 4173. Renaissance Poetry and Visual Arts**

During the Renaissance, poetry in France manifested a close relationship to the visual arts, sharing expressive means as well as ends. This course considers the main poetic and philosophical currents of the Renaissance with special emphasis on formal innovation. Poets studied include Clément Marot, Louise Labé, Maurice Scève, Pierre de Ronsard, Joachim Du Bellay, etc. The visual arts, mainly paintings from the 15th to the early 17th century, serve to elucidate poetic images, mythological references, and philosophical concepts, and hopefully stimulate reflection on the relationship between the verbal and the visual. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units.

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#### **L34 French 417B. Literature of the 16th Century**

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH

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#### **L34 French 4181. Humanism in Crisis: Marguerite de Navarre**

The second half of the French 16th century was a time of profound upheaval in politics and religion, as well as of economic and social unrest. The very nature of reason and knowledge, their place and reliability were in serious question. These various "crises" culminated in what is known today as "the collapse of French Humanism." This course focuses on two writers of the mid-century, Marguerite de Navarre and Montaigne, and the solutions that they offered. Special attention is given to the forms of expression adopted by these writers in order to reflect the newly discovered complexity of their world. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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#### **L34 French 4182. Humanism in Early Modern France: From Rabelais to Montaigne**

This course focuses on major aspects of Humanism as exemplified by two of the greatest writers of the 16th century: François Rabelais and Michel de Montaigne. Humanism designates the great intellectual movement of the Renaissance. Initially focused on the recovery of ancient authors and a renewed confidence in man's ability to grasp higher meanings, Humanism became a dynamic cultural program that influenced every aspect of 16th-century intellectual life. As the political and religious turmoil of the

Reformation spread, however, Humanist assumptions (the very nature of reason and knowledge, their place and reliability) were in turn questioned. This "crisis" culminated in what is known today as "the collapse of French Humanism." We examine the importance of Humanism by focusing on the themes of education, self-inquiry, religion, gender roles, marriage, travel, health, and medicine. We pay special attention to the forms of expression that Rabelais and Montaigne adopt to reflect the newly discovered complexity of their world. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH

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#### **L34 French 419. Feminist Literary and Cultural Theory**

Same as WGSS 419

Credit 3 units. A&S: TH

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#### **L34 French 4191. The French Islands: From CODE NOIR to Conde**

This course studies a sampling of poetry, drama, and prose from Guadeloupe, Martinique, Haiti, and Réunion. Our readings concentrate on the ways in which this literature has fostered inter-island cultural relations in and against its links with mainland France. Principal authors include Aimé Césaire, Suzanne Césaire, Patrick Chamoiseau, Daniel Maximin, Simone Schwartz-Bart, and Maryse Condé. We also consider a variety of other works that helped form the relationship between the islands and France; the Code Noir, Bernardin de Saint Pierre, Victor Segalen, and Frantz Fanon. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.

Credit 3 units. A&S: TH

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#### **L34 French 4192. Tragedy and Farce in African Francophone Literature**

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 independent era to the present. In 1960, most of the French colonies in Africa gained independence in a largely peaceful transfer of power. Since then, this development has been viewed alternatively as the triumph of self-determination, and as a hollow act undermined by neocolonial French ministries, multinational companies, and corrupt governments. Reading authors such as Chraïbi, Kourouma, Kane, Tansi, and Lopes, we consider the ways that literature entered into dialogue with political discourses that seem to call for tragic or farcical portrayal. 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. Taught in French.

Credit 3 units. A&S: TH

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#### **L34 French 420. 20th-Century Literature II**

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.

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#### **L34 French 4201. The Novel in the Feminine (Le Roman au féminin)**

Informed through feminist criticism (Beauvoir, Cixous, Kristeva), this course examines the deconstruction of the novel as a traditional genre by 20th-century women writers such as Colette, Nathalie Sarraute, Marguerite Duras, Marguerite Yourcenar, Annie Ernaux, and Mariama Bâ. We place special emphasis on the representation of the writing woman in the text itself and on the issue of "écriture féminine" in its sociocultural context. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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#### **L34 French 4202. Ingenues and Libertines: Writing the Feminine in XIXth-Century French Prose**

Informed by a close reading of theoretical texts dealing with the paradoxes of "la femme auteur" (the woman author), as Balzac coined it, this seminar explores the many ways of writing the feminine in the margins of 19th-century French fiction. Opposing "dames de cour" (ladies of the court) and "femmes de tête" (women of the mind), we focus on the representation of women as "voleuses de langue" (tongue snatchers) in the works of Mme de Staël, Claire de Duras, George Sand, and Marie d'Agoult, among others. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH

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#### **L34 French 421. The Twentieth-Century Novel**

In this seminar we examine the evolution of the French novel in the 20th century. We closely read five great novels, by Proust, Gide, Céline, Robbe-Grillet, and Ernaux. We determine what characterizes the 20th-century French novel and how it has evolved from Proust to Ernaux. We consider its technical aspects but also focus on the major themes it addresses: love, art, memory, time, death, and the general problem of the human condition. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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#### **L34 French 4211. The Novel of the 1930's: 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. Technological advances, economic transformations, and, above all, the unspeakable horrors of World War I challenged traditional beliefs. Authors therefore dedicated themselves to examining the human condition and the meaning of life. In this seminar we read five major novels of the period by Saint-Exupéry, Mauriac, Malraux, Céline, and Sartre. We determine how each author approaches the fundamental questions of human existence and what, if any, answers he provides. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH

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#### **L34 French 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 326. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: AH, Lit

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#### **L34 French 4221. 19th- and 20th-Century French Novel**

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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#### **L34 French 423. Contemporary Theatre**

Readings, analysis, and discussion of French theater from Sartre to the present. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: AH, Lit

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#### **L34 French 4231. Visualizing 19th-Century Poetry**

At the very end of the 19th century and the beginning of the 20th, Mallarmé and Apollinaire begin to compose seemingly original works that create a host of simultaneous and different meanings

through a heightened use of what can be called the "concrete aspects" of the texts themselves: their layout on the page; the imagery they present; even the shape of the particular words and stanzas they employ. But a close reading of earlier 19th-century literature (mostly poetry) composed by various Romantic, Parnassian, and Symbolist authors (Victor Hugo, Théophile Gautier, Mari 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 for required for undergraduates.

Credit 3 units. A&S: TH

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**L34 French 424. 19th- and 20th-Century Poetry**

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.

Credit 3 units.

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**L34 French 425. Nineteenth-Century Poetry**

Reading and analysis of poetry of the three major 19th-century schools: Romantic, Parnassian, Symbolist. Emphasis on textual explication. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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**L34 French 426. Avant-Garde Poetry of the 20th Century**

Study of French avant garde poetic movement of the early 20th century, with emphasis on Futurism, Cubism, Dadaism, and Surrealism. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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**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: TH FA: Lit

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**L34 French 4271. French Classical Theater**

A study of works by Corneille, Molière, and Racine. We consider how the theater contributes to the rise of absolutism in France in the 17th century. The depiction of kings and the role of primogeniture; the function of sacrifice; the marginalization of women; the glorification of Ancient Rome; Orientalism; tensions between family and state; and the rise of the bourgeoisie in these plays suggest how the dramas played out on stage mirror the historic spectacle of the court over the course of the century as it develops an increasingly centralized authority culminating in the image of an all-powerful Louis XIV. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: AH

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**L34 French 428. Literature of the 17th Century II**

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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**L34 French 4281. Order in the Court: Classical Struggles During the Reign of Louis XIV**

Beginning with a study of Versailles, we examine the spectacular dimensions of artistic production under Louis XIV, including architecture, visual arts, and landscapes, in addition to literature. The recent historical novel *L'allée du Roi*, which details the romance between the king and his mistress and then second wife Mme. de Maintenon, and the *Memoires of Saint-Simon* help to set the stage for us to appreciate the intrigues at court. Situating the king at the head of a hierarchical and orderly court structure, we examine some of the less harmonious elements of court-dominated life offered in representations by Corneille (*Surena*), Molière (*Les Femmes Savantes*), Racine (*Mithridate*, *Phedre*), La Rochefoucauld, La Bruyère, La Fontaine, Mme. de Sévigné, Pascal. We consider the ways in which the court assures its power through primogeniture, the right of the eldest born son to inherit power, as well as through strict codes of etiquette and the generosity of the crown to its loyal and productive followers. We examine how these factors are insufficient to protect the monarchy against the contravening forces of political ambition, family struggles, the emerging role of women, religious faith, and the devastating effects of war and disease. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH FA: SSP

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**L34 French 431. Literature of the 18th 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: TH FA: Lit

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**L34 French 4311. Voices of Dissent: Enlightenment Principle and Social Protest**

The 18th century saw a rise in overtly moralizing texts, on the one hand, and unapologetically immoralist philosophies on the other. We focus on texts that avoid these extremes, allowing multiple voices to be heard. With the aid of excerpts from Genette, Bakhtine, Todorov, and Barthes, we identify the voices of dissent in several 18th-century genres, including satire, the tale, the novella, the philosophical dialogue, theater, autobiography, and the epistolary novel. By reading authors such as Voltaire, Montesquieu, Prévost, Diderot, Cazotte, Rousseau, Beaumarchais, and Charrière, students come to appreciate a third tendency in 18th-century texts that is crucial to our understanding of the Enlightenment: the tendency to validate conflicting perspectives. We consider whether a moral can be derived from a text that consistently questions the voice of authority. We analyze the implications of such questioning in the years before the Revolution. Finally, we consider the extent to which the overzealous censorship laws of the period may have obliged authors to couch socially controversial ideas in narrative forms that seem to deny their own assertions. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: SSP

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**L34 French 432. Literature of the 18th Century II**

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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**L34 French 4321. Art, Revolution, and Society**

This course examines major 18th-century aesthetic treatises and literary texts that explore solutions for aesthetic quandaries. Authors include d'Alembert (Preface à l'Encyclopédie), Rousseau (Discours sur les Sciences et les Arts, Lettre à d'Alembert), Diderot (Entretiens sur le Fils Naturel, Le Paradoxe du Comédien, Le Neveu de Rameau), Cazotte (Le Diable Amoureux), Beaumarchais (Le Barbier de Séville, Le Mariage de Figaro), Staël (De la Littérature, Corinne). These works allow us to study some of the major insights into the aesthetics of music, painting, and

the performing arts with an eye to how these aesthetic "revolutions" expanded the scope and influenced the form of the French language and literary texts. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH

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**L34 French 4331. Women of Letters**

We investigate the representation of women in 18th-century texts. Why did the novel and epistolary fiction become so closely associated with women as writers, heroines, and readers in the course of the century? Why were women considered exemplary and yet, at the same time, a threat? The 18th century saw the last of the salons led by women well-versed in philosophy, literature, art, and politics. It saw the reinforcement of the opposition between the public and the private sphere. Woman was the incarnation of the ideal of liberty and yet excluded from the "rights of man." Rousseau praised women's role as nurturers and peacemakers but cast into doubt their capacity for genius. Literary texts that feature women became a sparring ground for two of the century's major literary trends: Sensibilité and Libertinage, for a woman's sensitivity was thought to contain the seeds of virtue and licentiousness. We investigate philosophical discourses on the senses and emotions and political discourses on republican responsibility. We read these texts in conjunction with the literary works of men and women authors, including Prévost, Marivaux, Graffigny, Riccoboni, Diderot, Rousseau, Charrière, 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. A&S: TH FA: Lit

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**L34 French 4341. Enlightenment Enigma: Comedy, Eroticism, and the Grotesque**

In this course we examine works in which the comic, the erotic, and the grotesque-base urges that 18th-century audiences deplored yet found entertaining-made inroads into the literature of the time. The Enlightenment was highly suspicious of impulses and intuitions that challenged or escaped the bounds of virtue, sentiment, and reason. French philosophers debated whether genius lay in the supreme mastery or the spontaneous creation of art, whether talent was inborn or could be acquired through practice. Reading texts that span the long 18th century, by authors such as Molière, Marivaux, Crébillon fils, Voltaire, Diderot, Restif de la Bretonne, Beaumarchais, Sade, and Hugo, we investigate how the satirical, the bawdy, and the profane served as the wellspring of Enlightenment inspiration, giving rise to visions of an ideal society. Prerequisites: French 325 and French 326 or one of these courses and the

equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.

Credit 3 units. A&S: TH

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#### **L34 French 4351. Philosophical Fiction(s)**

The French Enlightenment witnessed a veritable explosion of short fiction, including philosophical, oriental, moral, and libertine tales bearing such self-conscious titles as *A Thousand and One Follies* and *This is Not a Tale*. Though written by the literary elite and not considered children's literature, the genre enjoyed widespread popular appeal and had the power to shape mentalities. Often satirical in tone, these tales served to convey and question contemporary political, philosophical, scientific, religious, and moral trends. They inspired some of the most vivid illustrations of the day and were often circulated as part of the literary underground. We read works by Crébillon fils, Voltaire, Diderot, Cazotte, Charrière, Sade, and Staël alongside excerpts from French cultural history on 18th-century mentalities, salons, and print culture. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH

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#### **L34 French 436. Romanticism**

This course studies pre-Romantic themes in the works of Madame de Staël and Chateaubriand and of their evolution in the poems of Lamartine, Musset, and Vigny, the theater of Victor Hugo, and the novels of George Sand and Victor Hugo. Emphasis is placed on the emergence of a "littérature du moi" (literature of the self), the redefinition of the place of the artist in society after "la bataille romantique," and the stylistic innovations that lead to "modernism." Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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#### **L34 French 4391. Classicism/A-Classicism**

Among the hallmarks of 17th century, French classicism celebrated reason, order, balance, and a power often associated with the great achievements of Ancient Greece and Rome. Reason, however, coexisted with dreams and madness; order encountered threats both political and sexual; disharmony persisted despite longings for justice; and depictions of Antiquity flourished alongside those of the Orient, the exotic other world of the East. The course explores these "a-classicisms," or countervailing forces, by studying the challenges that ground the struggles and seductions in dramas by Corneille, Molière, and Racine as well as in the novels of Madame de Lafayette. We read Graffigny's *Lettres d'une Péruvienne*, Prévost's *Manon Lescaut*, Laclos' *Liaisons*

*Dangereuses* to understand classicism retrospectively, through the "a-classicism" of the 18th century's treatment of identity, alienation, desire, and societal tensions. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.

Credit 3 units. A&S: TH

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#### **L34 French 4392. Commemorating the King**

The court of Louis XIV at Versailles was remarkable for its grandeur, its consolidation of power, and its celebration of the Sun King. Arguably, all aspects of court life were regulated by the crown and all things produced—whether wars or monuments; art or science; novels or histories—were tributes to the king. All reflected a certain "ideology of commemoration," that is, an implicit or explicit validation of the monarch's privilege and prestige, both for his contemporaries and for posterity. We explore how authors (including Louis XIV, La Bruyère, La Rochefoucauld, Perrault, La Fontaine), artists (Lebrun, Rigaud, Poussin, Félibien), and historiographers/memorialists (Racine, Saint Simon) support the ambitions of the crown through their works. Modern critics Elias, Marin, Burke, and Merlin guide our research into the activities of the royal family, the ideology of absolutism, and the role of art in affirming the power of Versailles as we continue to memorialize it through surviving texts, monuments, and images. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.

Credit 3 units. A&S: TH

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#### **L34 French 440. Parnassian and Symbolist Literature**

This course offers an examination of key writers and texts of the Parnassian and Symbolist schools of the 19th century. Readings include poetry, drama, and prose. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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#### **L34 French 441. From Symbolism to Surrealism**

This course presents a survey of major prose and poetry from 1870-1919, including writers such as Maupassant, Daudet, Anatole France, Loti, Valéry, Peguy, and Claudel. We discuss several key philosophical and literary movements of the period (e.g., naturalism, idealism, experimental novel). Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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**L34 French 443. Contemporary Francophone Literature**

A general survey of Francophone literature. This course examines representative texts of Quebec, "Acadia," Africa, and West Indies. Authors to include Antonine Maillet, Louis Hémon, Michel Tremblay, Gérard Leblanc, Anne Hébert, Maryse Condé, along with the influential poets of "négritude," Senghor and Césaire. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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**L34 French 444. Modern Francophone Poetry**

The first half of this course consists of close readings of the founders of négritude: Césaire, Senghor, and Damas. While the political and historical impact of these poets is discussed in some depth, we analyze their poetry primarily in terms of its aesthetic value and concerns. We study American influences such as jazz and the poetry of the Harlem Renaissance along with French influences. The second half of this course focuses on the contemporary poetic scene in Africa and the Caribbean. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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**L34 French 447. The Medieval Literary Arts**

How do medieval French writers understand the structures and functions of the human body? What kinds of bodies are considered disabled? Are womanhood, childhood, and old age construed as disabilities? In this course we read texts of varied genres—farces, saints' lives, fabliaux, poems, romances, journals and chronicles—as we consider how, if at all, disability exists as a social or literary construct in the Middle Ages. Texts include Philippe de Beaumanoir's *Manekine*, *Courtebarbe's Trois Aveugles de Compiègne*, Guillaume de Machaut's *Voir Dit*, and the farce *Le Garçon et l'Aveugle*; excerpts from Jean de Meun's *Roman de la Rose*, from the *Ovide Moralisé* and from Christine de Pizan's *Mutacion de Fortune*; and poems by Rutebeuf, Deschamps, and Molinet, as well as critical and theoretical texts from the emerging discipline of disability studies. Texts are available in modern French; no prior study of Old French language is necessary. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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**L34 French 448. From Arthur to the Grail**

Conducted in English. A broad survey of the Arthurian legend: its origins; its elaboration in French, English, and other medieval literatures; and its expression in modern literature (especially English and American) and in the visual arts, film, and music. All readings available in English. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH BU: HUM FA: AH, Lit

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**L34 French 449. Old French**

To enable students to read Old French, this course offers a brief presentation of grammatical concepts and forms; close reading, translation, and discussion of selected medieval texts. Knowledge of Latin useful but not essential. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH

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**L34 French 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's *Lancelot*, Rutebeuf's *Vie de Sainte Elysabel*, the anonymous *Aucassin et Nicolette*, as well as *Fabliaux*, poetry of the *Trouvères* and *Trobairitz*, excerpts of the *Roman de la Rose*, and works by Christine de Pizan. All readings and discussions are in modern French. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.

Credit 3 units. A&S: TH

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**L34 French 451. French Literature of the Middle Ages I**

French literature from the beginning to 1250. The course emphasizes *chansons de geste*, courtly romance and lyric, and early drama. Most works read in modern French. Prerequisites: French

325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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**L34 French 452. French Literature of the Middle Ages II: Debating the Middle Ages**

In this course we explore the function of debate in (and about) late medieval French literature, with particular attention to dialogue and polyphony in "querelles" of gender, language, and readership. Readings include troubadour tenors, the Roman de la Rose, the Cite des Dames, the Belle Dame Sans Merci, and responses to these poems, along with the Farcedes Maistre Pathelin and selected texts by trouveres Guillaume de Machaut, and François Villon. We supplement our readings with judicial documents, music, and the theoretical perspectives of Zumthor, Bakhtin, Kristeva, etc. Texts are available in Modern French editions; 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 required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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**L34 French 453. History of the French Language**

Study of phonetic and morphological evolution of the French language with side glances at historical events that shaped this development. No previous knowledge of Latin necessary. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: LA

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**L34 French 456. Romance Philology**

Study of the evolution of the major Romance languages from their common Latin origins. Knowledge of classical Latin not required, but acquaintance with phonetics of at least one Romance language extremely helpful. Conducted in English. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: LA

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**L34 French 458. Nature, Landscape, and Travel in the Middle Ages**

Through an examination of the concept of nature in the Middle Ages, the course analyzes the importance of the presence or absence of landscapes in medieval literature, including chansons de geste, courtly romances, Roman de la Rose, accounts of travel and pilgrimages, poetry, and theater. We examine the movements of medieval men and women from one place to another; their concepts of the relation between the nature and culture; their

emotions when confronting nature; the various means they use to describe space and travel; the function of nature and landscapes within individual works. Each text is situated within the general framework of the history of the language and the literature of the period. The thematic focus of the course is informed through theological, philosophical, and anthropological perspectives essential to an appreciation of all medieval texts. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH FA: SSP

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**L34 French 4581. Sacrifice and Service: Masculinity and the Medieval French Literary Tradition**

The Middle Ages constitute a beginning: a period when new languages and literatures-along with Gothic cathedrals, Troubadour song, Romanesque art, Crusades for the Holy Land, and quests for the Holy Grail-come into being. By focusing on the notion of service, we study how medieval society establishes a hierarchy of power that encompasses religious, feudal, and courtly relationships. Particular attention is given to the construction and testing of gender roles. What are men and women asked to sacrifice? Whom and what are they supposed to serve? How do the concepts of honor and heroism motivate the service of knights and heroines to their king and God? Texts include: La Chanson de Roland, La Quete du Saint-Graal, La Vie de Saint Alexis, Le Jeu d'Adam, Bérout's and Thomas's 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 required for undergraduates.

Credit 3 units. A&S: TH

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**L34 French 459. Writing North Africa**

This seminar studies French travel writing related to North Africa, as well as the major works of literature from and about Algeria, Morocco, and Tunisia, as a prelude for reading the texts of those countries' Francophone literature now considered canonical. We consider how colonial-era writing by authors such as Eugène Fromentin and Pierre Benoît defined the colonial "exotic." We then examine the way the former empire wrote its own literature in the language of the former colonizer, in the works of post-independence authors such as Kateb Yacine, Assia Djebar, and Abdelkebir Khatibi, who both observe and revise the conventions of post-colonial 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.

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**L34 French 460. Topics in European History IV**

A detailed look at the contributions of major French theorists such as Beauvoir, Cixous, Irigaray, Kristeva, and the interpretation of French feminism in America. We study French feminist theory with an eye to psychoanalysis; maternity as metaphor and experience; women and language and/or Marxist-feminist theory; and aesthetics. Conducted in French. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH FA: SSP

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**L34 French 461. Topics in French Literature and History**

How genre affects both the production of a given literary text and its perception by the reader. Representative texts from different centuries and movements. Prerequisites: French 325C and 326C (or, for students who have completed the Paris Business Program, completion of either course). One-hour preceptorial for undergraduates only.

Credit 3 units. A&S: TH FA: Lit, SSP

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**L34 French 466. Second Language Acquisition**

Same as Ling 466

Credit 3 units. A&S: LA

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**L34 French 468. Topics in 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.

Credit 3 units. A&S: TH FA: Lit

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**L34 French 469. Reading and Writing in a Second Language**

In the past decade the process of becoming literate in a second language has received considerable attention by researchers and instructors. This course, taught in English, extends issues in L2 literacy beyond pedagogy by examining the wide range of theoretical and research issues, both historical and current. Literacy acquisition among second language learners involves a number of variables including both cognitive and social factors. Topics discussed in class include: individual learner differences; the extent to which reading and writing are interrelated; text types and literary forms; literacy and social power; and universal cognitive operations. Students discuss how to bridge research and practice, and they create activities that are included in a reading and writing portfolio. Course counts toward the Graduate Certificate in Language Instruction.

Credit 3 units. A&S: LA

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**L34 French 470. Suffering and Self-Expression in Early Modern French Literature**

How did early modern people cope with disease, suffering, and death? With the advancement of medical science, in particular with Ambroise Paré, who saw it as his mission to ease his patients' pain, a new sensitivity toward man's suffering began to develop. Working within the historical and scientific context of the time, this course examines old and emerging attitudes toward man's suffering with special emphasis on the relationship between suffering and artistic expression. Topics discussed include: suffering as part of the human condition; suffering and faith; suffering and early modern medicine; medicine and religion; gendered views of illness; disease/suffering as a vehicle of relief and self-expression; literary treatment of suffering and disease, including melancholia, depression, suicide, kidney stone, mourning, aging, etc.; images of the ailing body and the ailing mind in early modern texts; disease as a theme and a metaphor. Various genres are covered (fiction, poetry, drama, essay, travelogue). Authors likely include Maurice Scève, Helisenne de Crenne, Louise Labé, Joachim Du Bellay, Pierre de Ronsard, Marguerite de Navarre, Jean-Baptiste Chassignet, Gabrielle de Coignard, and Michel de Montaigne. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates only.

Credit 3 units.

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**L34 French 481. Sartre and Existentialism**

This course studies French existentialism in light of recent intellectual developments, especially postmodernism; detailed study of Sartre's major literary and critical works. Conducted in French, nonmajors may do written work in English. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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**L34 French 482. Avant-Garde, Postmodern, and Modernity**

We study the history and evolution of an avant garde in French literature, possible definitions of the postmodern, description of the different areas of modernity. Readings both theoretical and literary. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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**L34 French 483. Gender and Genre**

A sampling of the diverse contributions made by French women to literary history, this course examines what prompted women to write in the 16th century; what they wrote about; which genres

they chose; how these women were viewed by their contemporaries, etc. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH, SD FA: Lit

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#### **L34 French 492. Contemporary French Literary Criticism**

The first half of the course deals with works of Roland Barthes; the second examines relationship of philosophy to literature and explores how the ideas of Foucault, Lacan, Derrida, Deleuze, Girard, and Baudrillard can be applied to the study of literary texts. Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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#### **L34 French 493. Selected French Writers**

Prerequisites: French 325 and French 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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#### **L34 French 495. Honors**

To be considered for graduation with Honors, students must: (1) participate satisfactorily in two 400-level literature courses and (2) enroll in French 495 and submit an Honors Thesis approved by the department at least two months before graduation. Prerequisite: 3.0 grade point average. Qualified students should consult the department.

Credit 3 units. A&S: TH

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#### **L34 French 495.1. Honors**

To be considered for graduation with Honors, students must: (1) participate satisfactorily in two 400-level literature courses and (2) enroll in French 495 and submit an Honors Thesis approved by the department at least two months before graduation. Prerequisite: 3.0 grade point average. Qualified students should consult the department. Pass/fail.

Credit 3 units. A&S: TH

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#### **L36 Ital 101D. Elementary Italian, Level I**

Beginning language program stressing rapid acquisition of spoken ability, with some attention to the development of reading, writing, and listening skills as well. Designed for students with no prior knowledge of Italian or minimal experience in another Romance language.

Credit 5 units. A&S: LA BU: HUM, IS

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#### **L36 Ital 102D. Elementary Italian, Level II**

Continuation of Ital 101D. Course stresses rapid acquisition of spoken ability with increased attention to the development of reading, writing, and listening skills. Prerequisite: Ital 101D or placement by examination.

Credit 5 units. A&S: LA BU: HUM, IS

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#### **L36 Ital 106D. Elementary Italian for Romance Language Students 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 4 units. A&S: LA BU: HUM, IS

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#### **L36 Ital 107D. Elementary Italian for Romance Language Students II**

Continuation of Ital 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: Ital 106D or permission of instructor.

Credit 4 units. A&S: LA BU: IS

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#### **L36 Ital 201D. Italian, Level III**

A course divided into two parts taught by a team of instructors in a MWF master class and T/Th reading and discussion section. Reviews basic skills intensively with increased emphasis upon writing. Prerequisite: Ital 102D or placement by examination.

Credit 5 units. A&S: LA BU: HUM, IS

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#### **L36 Ital 215. Conversation/Culture**

This course examines popular culture through a focus on what is said and performed. The course consists of thematic units focusing on everyday occurrences and themes that mark the Italian experience, such as conversation in the Italian bar; poignant views of life expressed in films and other media; daily experiences depicted in poems and songs; public and private politics; the role of the meal in real life, art, and literature. As students advance through each thematic module, they develop a creative project in which they put into practice (by a skit/presentation/text/art work) what they have learned. Prerequisite: Ital 201D or the equivalent.

Credit 3 units. A&S: LA BU: IS

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**L36 Ital 216. CONVERSATION**

A continuation of Ital 215, this course emphasizes the development of speaking skills in Italian through study of aspects of contemporary Italian culture in particular art, music, film, and politics.

Credit 2 units.

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**L36 Ital 247. Freshman Seminar**

Taught in English. Small group seminar devoted to readings and study of other texts such as films, paintings, etc. Discussion and writing. Topics vary; interdisciplinary focus.

Credit 3 units.

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**L36 Ital 249. Refracted Light: How Others View Italy**

Throughout the centuries Italy has both enjoyed and suffered the fascinated gaze of foreigners, who have written about it, painted it, made music and films about it. Drawing principally on prose writings from the 18th through 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, and Forster and Mann, as well as such contemporary writers as Michael Dibdin and Shirley Hazzard.

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

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**L36 Ital 298. An Internship for Liberal Arts Students**

Same as GeSt 2991

Credit variable, maximum 3 units.

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**L36 Ital 2991. Undergraduate Independent Study**

Prerequisite: Ital 201D and permission of the department. No more than 6 units may be earned by a student.

Credit 3 units.

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**L36 Ital 301. Oral Communication I**

Designed to offer students an opportunity to practice and refine their conversational skills while expanding their practical vocabulary. Wide variety of topics for discussion; brief oral reports. Regular homework assignments with emphasis on web-based research and learning. Prerequisite: Ital 201D.

Credit 3 units. A&S: LA BU: IS

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**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 is a series of readings having a common theme, the representation

of childhood in Italy in the late 19th and early 20th centuries. We think about the status of children at the turn of the century, particularly with regard to family, education, and work, and also about the challenges a writer faces to portray the experience and point of view of a child believably. Readings include short stories by Gabriele D'Annunzio, Edmondo De Amicis, Luigi Pirandello, and Giovanni Verga, as well as Carlo Collodi's classic novel, *Pinocchio*. Grammar exams and regular composition assignments; final exam. Essential for further study of Italian language and literature, this course must be taken before or concurrently with Ital 323C or 324C. Prerequisite: Ital 201D or permission of instructor.

Credit 3 units. A&S: LA BU: HUM, IS

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**L36 Ital 308D. Grammar and Composition II**

A continuation of Ital 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 pursuits 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 Ital 323C or 324C. Prerequisite: Ital 307D or permission of instructor. Corequisite: Ital 323C or 352C.

Credit 3 units. A&S: LA BU: HUM, IS

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**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.

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**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.

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### **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: LA BU: IS

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### **L36 Ital 322. Topics**

Same as L15 Drama 3221

A multidisciplinary course focusing on a significant aspect of Italian culture. The topic differs from semester to semester and may draw on art, film, history, gender studies, literature, music, philosophy, politics, science. Prerequisite: previous or concurrent enrollment in Ital 307D.

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

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### **L36 Ital 3221. Topics: The Jewish Experience in Italy**

This course examines the social and political history of the Jews of Italy from the period of Italian unification through the end of World War II. We look through two different prisms: first, the constant of Jews' minority status in a Catholic country at a time when Church doctrine was hostile to them, and second, their changing status during significant moments in the brief history of the Italian monarchy. Under the latter rubric, we study the rehabilitation of the Jews under liberal political philosophies, their problematic relationship with Fascism, and finally the arrival of the Holocaust in Italy and efforts to defend Jews against Nazi genocide. We approach these topics wherever possible through primary texts, including essays, memoirs, and novels. Reading knowledge of Italian is not required. Readings in English; some readings in Italian for Italian majors. Discussion in English. Three five-page papers. Please note: the Ital 5221 cross-listing course is for graduate students only. Prerequisite for Italian majors: Ital 307D; no prerequisite for students in other majors.

Credit 3 units. A&S: TH

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### **L36 Ital 323C. Italian Literature I**

Introductory survey of Italian literature from its beginnings in the Middle Ages through the late Renaissance. Analysis of the predominant genres: lyric, religious narrative, novella, treatise, chivalric epic. Previous or concurrent enrollment in Ital 307D or 308D recommended. Prerequisite: Ital 201D.

Credit 3 units. A&S: TH BU: HUM, IS FA: Lit

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### **L36 Ital 324C. Italian Literature II**

Major literary works in Italy from the 18th, 19th, and 20th centuries. Movements covered include romanticism, verismo, futurism, neorealism, and postmodernism. Writers range from

Goldoni and Leopardi to Pirandello and Calvino. Previous or concurrent enrollment in Ital 307D or 308D recommended. Prerequisite: Ital 201D.

Credit 3 units. A&S: TH BU: IS FA: Lit

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### **L36 Ital 327. History of the Italian Language**

In this course we trace the evolution of Italian from its very earliest written manifestations to its increasing internationalization in the 20th and 21st centuries. We study the natural evolution of Italian up until the 16th century; its codification as a literary language during the 16th century; the debates over the institution of a national language that coincided with the unification of Italy in the 19th century; the recovery of dialects as literary languages in the 20th century; and the more recent incorporation of words and phrases originating outside of Italy. Along the way we come to understand the reasons why we study a particular form of Italian in school, and we consider the implications of these choices not only for our own learning but for Italian literature and its sense of nationhood.

Credit 3 units. A&S: TH

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### **L36 Ital 332. Topics in Film Studies: Italian Cinema**

The evolution of Italian cinema from its origins to the present. Study of cinematic works and periods from a variety of theoretical perspectives. Specific areas of discussion include: cinema as a revolutionary aesthetic; mass culture vs. high art; early genre; divismo (stardom); the avant garde; the advent of film sound; the representation of politics and history; neorealism; postwar popular genre; modernism; metacinema; literary adaptation; post-modernism. Discussions are based on works by major Italian filmmakers such as Pastrone, Blasetti, Rossellini, De Sica, Visconti, Fellini, Antonioni, Monicelli, Leone, Pasolini, Bertolucci, Nichetti, Moretti. Some emphasis on the relationship between literature and film. Course conducted in English: Italian majors read in Italian, others in English translation. Two to three hours of film-viewing plus three class hours a week. Taught in English. Prerequisite for Italian majors: Ital 307D or permission of instructor.

Credit 3 units. A&S: TH BU: IS FA: AH, Lit

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### **L36 Ital 334. Topics in Italian Cinema**

A companion to Ital 332, this course focuses on a select topic in the history of Italian cinema, such as the work of a single director or a significant cinematic movement. Course conducted in English. Italian majors read in Italian, others in English translation. Prerequisite for Italian majors: Ital 307D. Prerequisite for nonmajors: Ital 332, Film 220, or permission of instructor.

Credit 3 units. A&S: TH BU: IS FA: AH

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### **L36 Ital 399. Independent Study**

Undergraduate independent study at the 300 level. Prerequisite: competence in oral and written Italian, and permission of instructor.



Credit variable, maximum 6 units.

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**L36 Ital 419. Feminist Literary and Cultural Theory**

Same as WGSS 419

Credit 3 units. A&S: TH

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**L36 Ital 428. The New Sicilian School**

The unification of Italy in the mid-19th century led to the creation of a new "Sicilian School," the first since that of the court poets associated with Frederick II in the 13th century. These new Sicilian writers have given us many narrative masterpieces, focusing on common concerns such as the island's identity over two millennia and the impact of Italian nationalism; the rise of bourgeois culture and the decline of indigenous patriarchal structures; the rule of law and the role of the Mafia; and the politics of language. We read novels by Verga, Pirandello, Vittorini, Brancati, Tomasi di Lampedusa, and Sciascia. Course taught in Italian or English.

Credit 3 units. A&S: TH FA: Lit

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**L36 Ital 432. Divergent Voices: Italian Women Writers**

This course examines select novels, poetry, and political writings by such noted authors as Sibilla Aleramo, Dacia Maraini, Luisa Muraro, and Anna Banti. Special attention is paid to the historical, political, and cultural contexts that influenced authors and their work. Textual and critical analysis focuses on such issues as historical revisionism in women's writing, female subjectivity, and the origins and development of contemporary Italian feminist thought and practice. Taught in English.

Credit 3 units. A&S: TH, SD, WI FA: Lit

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**L36 Ital 433. Literature of the Italian Enlightenment**

This course aims to explore the spectrum of intellectual and literary discourse of the Italian Enlightenment by examining a wide array of texts and genres. Readings include selections from Enlightenment and popular periodicals, scientific tracts on human anatomy, women's fashion magazines, the reformed theater of Carlo Goldoni, as well as Arcadian poetry, and literary criticism. We study the rise and characteristics of "coffee culture" during this age. We pay special attention to the "woman question," which stood at the center of 18th-century Italian intellectual discourse, and which was critical to the contemporary drive to define the enlightened nation-state. The class is conducted as a workshop in which students and instructor collaborate in the realization of course goals. Readings in Italian or English; discussion in English. Prerequisite: Ital 323C or Ital 324C.

Credit 3 units. A&S: TH, WI FA: Lit

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**L36 Ital 437. Caffè, Cadavers, Comedy, and Castrati: Italy in the Age of the Grand Tour**

Taught in English. With French libertine philosopher the Marquis de Sade, German novelist Johann Wolfgang von Goethe, Romantic poet Lord Byron, and other illustrious travelers of high

birth and good fortune who sought finishing enrichment by making their Grand Tour to Italy from the mid-18th through the early 19th centuries, we explore the richness and variety of Italian life and culture as depicted by both Grand Tourists as well as their Italian interlocutors. Chief among our destinations are Venice, Bologna, Florence, and Rome. Attractions typical of the early modern Tour circumscribe our journey. Coffee houses first appeared in the eighteenth 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. Readings in Italian or English. Prerequisite: at least one 300-level literature course..

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

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**L36 Ital 456. Romance Philology**

Same as French 456

Credit 3 units. A&S: LA

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**L36 Ital 473. Machiavelli and Guicciardini**

The development of modern political science in 16th-century Italy. We address questions of both theory and methodology in Machiavelli's and Guicciardini's political visions. We also pay close attention to the Florentine context of their work, as well as to the influence of historical examples, both classical and contemporary, in the development of their analyses. Finally, we ask how the examples they set, and the theories they promulgate, can have resonance in addressing political questions in our own age. Readings in Italian or English; discussion in English.

Credit 3 units. A&S: TH, WI FA: SSP

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**L36 Ital 481. Dante**

A study of the Divina commedia with emphasis on the "Inferno." Conducted in English. Reading knowledge of Italian recommended but not required.

Credit 3 units. A&S: TH FA: Lit

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**L36 Ital 483. Boccaccio: Decameron**

The unrivaled master of late medieval Italian prose, Boccaccio is also a strikingly modern author whose works address such questions as the relationship between literature and history; God and man; storyteller and audience; gender, language, and power; literature and truth. With these and other concerns in mind, we read his masterpiece, the Decameron, a collection of 100 tales set in the Black Plague of 1348. We then contrast it to his late Corbaccio, ostensibly a misogynist novel but a text that finally resists such a flattening judgment. Readings in Italian or English; discussion in English. Prerequisite: 3 units of literature.

Credit 3 units. A&S: TH, WI FA: Lit

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**L36 Ital 485. Ariosto: Orlando Furioso**

A close reading of this Renaissance masterpiece with attention to questions of structure and sources, the themes of love and madness, the representation of court life. Readings in Italian or English; discussion in English.

Credit 3 units. A&S: TH FA: Lit

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**L36 Ital 491. POSTMODERNISM**

This course explores the complex significance of Italian Postmodernism through an examination of the theoretical arguments and literary works that have shaped the cultural and political debate of the past 50 years. Students study, among others, the critical theories of "open work" (Umberto Eco), "literature as lie" (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. A&S: TH, WI

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**L36 Ital 492. The Italian Detective Novel**

The detective novel has an unusual and exceptionally brief history in Italy. Only within the past 35 years has an Italian version or, more precisely, subversion of the genre emerged and come to dominate the Italian literary scene. Prominent Italian writers such as Italo Calvino, Umberto Eco, Leonardo Sciascia, and Luigi Malerba have deconstructed the conventions of the detective novel in order to portray the disorder and arbitrary meaning of the postmodern world. This course explores the history of the "anti-detective" novel in Italy and the philosophical and political questions the genre evokes. Readings in Italian and English. Conducted in English.

Credit 3 units. A&S: TH, WI FA: Lit

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**L36 Ital 495. Senior Honors**

Prerequisites: senior standing, at least one course at the 400 level, and acceptance into the Honors program.

Credit 3 units. A&S: TH

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**L36 Ital 495I. Honors**

Prerequisites: senior standing, at least one course at the 400 level, and acceptance into the Honors program. Pass/fail.

Credit 3 units. A&S: TH

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**L37 Portug 101. Portuguese I**

Introduction to Brazilian Portuguese language. The course emphasizes acquisition of communicative ability. It also covers basic grammar points through reading and writing activities. Classes are taught entirely in Portuguese. No prior experience in the language is required.

Credit 5 units. A&S: LA BU: IS

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**L37 Portug 102A. Portuguese II**

Introduction to Brazilian Portuguese language. This second course in the Portuguese program emphasizes acquisition of communicative ability. It also covers basic grammar structures through reading and writing activities. Classes are taught entirely in Portuguese. Prerequisite: Portug 101 or permission of instructor.

Credit 5 units. A&S: LA BU: IS

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**L37 Portug 103. Brazilian 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 Brazilian Portuguese. Classes are entirely taught in Portuguese and stress oral communication, basic use of grammar, reading and writing skills. Intermediate online placement exam in Spanish is required.

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

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**L37 Portug 104. Brazilian Portuguese For Spanish Speakers II**

This course intends to offer a sequence in the learning process initiated in Portug 103. It is a fast-paced class, designated for Spanish speakers with the objective of improving conversational, writing and reading skills. Prerequisite: Portug 103 or permission of instructor.

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

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**L37 Portug 215. Reading and Conversation I**

The goal of this course is to review and to enhance the content learned at the basic level. Through reading (we read three short contemporary Brazilian novels) and related conversational activities, students are expected to enrich their vocabulary, gain fluency and improve reading comprehension ability. Prerequisites: two college semesters of Portuguese or permission of instructor.

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Credit 3 units. A&S: LA BU: IS

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**L37 Portug 220. Reading and Conversation II: Intermediate Portuguese**

This course is a continuation of Portug 215, therefore an intermediate level in the Portuguese section. Its main goal is to improve students' reading proficiency, as well as to provide a class environment in which conversational skills can be practiced and made into a solid foundation. In addition, the class provides tools to expand vocabulary and promote a cultural understanding of Brazil. Prerequisite: Portug 215 or permission of instructor

Credit 3 units. A&S: LA

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**L38 Span 101D. Spanish Level 1**

Beginning language program stressing rapid acquisition of communicative ability. In addition to four hours of master class, students must enroll for two hours of additional practice and do one hour of assessed independent learning activities with multimedia resources.

Credit 5 units. A&S: LA BU: HUM, IS

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**L38 Span 102D. Spanish Level 2**

Beginning language program stressing rapid acquisition of communicative ability. In addition to four hours of master class, students must enroll for two hours of additional practice and do one hour of assessed independent learning activities with multimedia resources. Prerequisite: Span 101D or placement by examination.

Credit 5 units. A&S: LA BU: HUM, IS

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**L38 Span 201D. Spanish Level 3: Intermediate Spanish**

An accelerated intermediate-level grammar review taught by a team of instructors in a MWF grammar class and a T/TH literature/composition class. Reviews basic and some advanced skills intensively with increased emphasis upon reading, writing, culture, and vocabulary learning. Prerequisite: Span 102D or placement by examination. Students must register for both a T/TH and a MWF class.

Credit 5 units. A&S: LA BU: HUM, IS

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**L38 Span 245. Women's Fiction in Contemporary Spain**

This course focuses on selected novels and short stories by 20th-century women writers in Spain, beginning with those writing during the post-Civil War years (1939–1975) and ending with the new generation of women writers who emerged after the end of the Franco dictatorship (post-1975). Discussions center on both political and aesthetic issues in the contexts of post-war and post-Franco Spain, including the effects of political repression and censorship; representations of gender and sexuality; and literature's relationship to feminist and nationalist movements in Spain. When relevant, other cultural media, such as film and music, are used in conjunction with our reading and analysis of literary texts. The course is taught in English.

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Credit 3 units. A&S: TH BU: IS FA: Lit

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**L38 Span 246. Freshman Seminar: Latin-American Women in History and Culture: Icons and Idols**

In English. This class takes an in-depth look at various iconic female figures in the history of Latin America, examining their (self-) representation in history, literature, art and other cultural manifestations. We examine their lives, writings and art to learn more about the historical and cultural moment they lived in; how this moment shaped their lives and how they, in turn, shaped their historical moment. We aim to draw the larger conclusions of how women in history, despite hostile circumstances, have managed to forge political, cultural and artistic identities and make an impact on the world around them. We study these women in a chronological fashion, showing how society's attitudes changed toward women and how, in some ways, paradoxically, stayed the same. The women we study are all very different in terms of identity, historical period, and sociocultural background but all are similar in terms of their desire to overcome convention and resist repression — sometimes with very tragic results. Figures we study include La Malinche, Sor Juana Inés de la Cruz, Manuela Saenz, Delmira Agustini, Frida Kahlo, Eva Perón, the Mothers of the Plaza de Mayo, Rigoberta Menchú and Ingrid Betancourt. Prerequisite: concurrent registration in individually appropriate level of Spanish language course is required.

Credit 3 units. A&S: TH, SD BU: IS

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**L38 Span 247. Freshman Seminar**

Same as L77 WGSS 247

Taught in English. Small group seminar devoted to readings and study of other texts such as films, paintings, etc., active discussion, writing. Topics vary; interdisciplinary focus.

Credit 3 units. A&S: TH BU: ETH

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**L38 Span 251. Latin-American Nomads and Travelers**

Rites of passage and trespassing representing Latin-American immigrants, nomads and travelers in narrative and film. This course is designed to map the multicultural context of travel, nomadism, displacement and immigration while studying narrative texts ( *Before Night Falls* ; *Heading South, Looking North* ; *Life on the Hyphen*; *T ranslated Woman: Crossing the Border With Esperanza's Story* ) and films ( *El Norte*, *Gringuito* , *Old Gringo* , *Stand and Deliver* ) by Latin-American and Latino authors. We look at the images, metaphors and myths that pervade current conceptualizations of the borderlands and explore the variety of ways in which postcolonial rites of passage and trespassing inform the aesthetics of contemporary Latin-American cultural expression. In English.

Credit 3 units. A&S: TH BU: IS FA: SSP

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**L38 Span 298. An Internship for Liberal Arts Students**

Same as GeSt 2991

Credit variable, maximum 3 units.

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**L38 Span 299. Undergraduate Independent Study**

Prerequisites: Span 201D and permission of the department.

Credit variable, maximum 3 units.

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**L38 Span 301. Oral Communication I**

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 Web for up-to-date news and culture. Oral presentations and limited writing. Prerequisite: 201D or equivalent. Concurrent enrollment in Span 307D recommended.

Credit 3 units. A&S: LA BU: IS

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**L38 Span 307D. Spanish Level 4: Grammar and Composition 1**

Through a free and practical review of Spanish grammar and syntax, this course allows students to refine their handling of written and spoken Spanish. Emphasis on the understanding and use of the fine points of the language. Activities include oral reports, compositions, class discussions, group projects and the study of selections of literary and nonliterary materials. Prerequisite: Span 201D or placement by examination.

Credit 3 units. A&S: LA BU: HUM, IS

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**L38 Span 308D. Spanish Level 4: Grammar and Composition 2**

In-depth study of the process of writing, designed to prepare the Spanish major to write literary analysis. Literary texts studied as examples of writing styles. Regular compositions. Prerequisite: Span 307D or placement by examination.

Credit 3 units. A&S: LA BU: HUM, IS

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**L38 Span 310. Advanced Intermediate Spanish in Spain**

Continued study of Spanish grammar and syntax at Washington University's Madrid Carlos III University Program. A course designed for non-native speakers of Spanish, to refine communicative abilities in all four skills. Prerequisite: placement by exam at Carlos III.

Credit variable, maximum 4 units.

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**L38 Span 311. Hispanic Culture and Civilization I**

Study of aspects of the political, social, and cultural life of contemporary Spain and Portugal and their historical development. Class discussion; readings with compositions. Conducted in Spanish. May be repeated for credit. Prerequisite: Span 201D.

Credit 3 units. A&S: TH, CD BU: BA FA: SSP

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**L38 Span 312. Topics in Hispanic Culture and Civilization II**

Study of aspects of the political, social, and cultural life of contemporary Latin America and their historical development. Class discussion; readings with compositions. Conducted in Spanish. Prerequisite: Span 201D or placement by examination.

Credit 3 units. A&S: TH, CD BU: BA FA: SSP

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**L38 Span 313. Chilean Contemporary Culture**

This two-week course provides a panoramic view of Chilean contemporary culture, focusing on the years from 1988 to the present. We examine the representation of current issues in literature, the arts, and the media, and study topics such as governmental institutions, the constitution of 1980, the economy, the role of the Catholic Church, public policy concerning culture, etc. The course meets three hours a day, and there are several guest lecturers. Conducted in Spanish. Requirements: two short papers, short reports in class of the news or a cultural activity students have attended, and participation in class discussions. Course includes an all-day cultural excursion on Saturday, which features a visit to one of Neruda's houses, a history museum, etc.

Credit 3 units. A&S: TH BU: ETH FA: SSP

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**L38 Span 317. Advanced Spanish Language in Chile/Spain**

Continued study of Spanish grammar and syntax at Washington University's program in Chile or Spain. A course designed for non-native speakers of Spanish to refine mastery of difficult uses and structures in all four skills. Prerequisite: placement by exam or program director.

Credit variable, maximum 4 units.

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**L38 Span 3181. Spanish Culture and Civilization**

This course is intended to acquaint students with important aspects of Spanish culture, including history, civilization, society, politics and the arts, dating from the first invasions of the Peninsula to the present. Students gain an awareness of the ethnic, cultural and aesthetic diversity of Spain as a country of multiple autonomous regions, by working with written texts and other media and by visits to various locations. The broader aim of the course is to enable students to engage with and to analyze Spanish culture from an intellectually critical perspective and knowledge of its sociohistorical distinctiveness. Requirements include active participation within all classes and excursions, presentations, and various written assignments. This course is taught in Madrid, as part of the Washington University Carlos III Program. Conducted in Spanish.

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

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**L38 Span 3201. Historical and Comparative Linguistics**

Same as Ling 320

Credit 3 units. A&S: LA FA: Lit

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**L38 Span 321. Oral Communication II**

Designed to offer students with advanced skills in Spanish an opportunity to refine their ability to discuss a variety of topics. Various media (film, television, and newspapers) are used as

a basis for debate on cultural topics pertaining to the Spanish-speaking world. Oral presentations and limited writing. Prerequisites: Span 301 and 307D or multiple 300-level courses.

Credit 3 units. A&S: LA BU: IS

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### **L38 Span 322. Advanced Conversation in Spain**

Designed to offer students with advanced skills in Spanish an opportunity to refine their ability to discuss a variety of topics. Various media such as films, television, newspapers and other modes of communication are used for oral presentations and some writing. Prerequisite: Span 301, 307D or 308D, or multiple 300-level courses.

Credit 3 units. A&S: LA

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### **L38 Span 325. Exploration, Traveling and the Double Gaze: Mapping Geography and Identity in Colonial Spanish America**

In this course we examine the geographical, cultural and ideological mapping as described in the travel/exploration chronicles of the 16th, 17th and 18th centuries. We focus on the Southern hemisphere (Peru) as well as the Northern Frontier (Mexico, New Mexico, La Florida, Colorado) while reading narrative texts such as Columbus' *Diario*, Cabeza de Vaca's *Nafragios*, Inca Garcilaso de la Vega's *The Florida of the Inca*, Francisco Vásquez de Coronado's *Narratives of the Coronado Expedition*, and Alonso Carrió de la Vandra's *El Lazarillo de Ciegos Caminantes* (*Guide for Travelers in 18th-Century Spanish America*). We use art work and historical maps for our study of the cultural and ideological representations of alterity and of the geography of the colonial empire. In English.

Credit 3 units. A&S: TH FA: SSP

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### **L38 Span 331. Hispanic Art/Arte Hispano**

This course focuses on the most important movements, artistic expressions and representatives of the art history of Latin America and Spain. From the folk naive art of traditional indigenous weaving and tapestry — depicting daily life and harvest — to the “arpilleras,” or designs on burlap, expressing the suffering of contemporary indigenous women under Latin America's military dictatorships, to the feminist and surrealist self-reconstruction portraits of Mexican artist Frida Kahlo. 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. From the “Corridos songs” of the Mexican Revolution to the Spanish flamenco talking about the displacement and suffering of Gypsies in Spain. The students visit the Saint Louis Art Museum and talk to some local Hispanic artists. Prerequisite: Span 308D or Span 321. May be used for elective credit in the Spanish major or minor. In Spanish.

Credit 3 units. A&S: TH BU: IS FA: AH

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### **L38 Span 3321. Spanish Film Studies in Spain**

An introduction to contemporary Spanish film taught at Washington University's program in Spain. Prerequisite: approval of Washington University's program director.

Credit 3 units. BU: IS FA: AH

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### **L38 Span 3331. Spanish Literature I in Chile/Spain**

Introductory survey of Spanish literature from its beginnings in the Middle Ages to the baroque period at Washington University's program in Chile or Spain. Prerequisite: Span 308D or the equivalent.

Credit 3 units. FA: Lit

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### **L38 Span 3332. Early Modern Spanish Texts: Whose Golden Age Do They Represent?**

This course studies a series of work from 16th- and 17th-century Spain canonized by later readers as classics of national Spanish literature, that daringly experiment with the literary genres of their period to incorporate discourses from daily life, thereby revealing the decadence of imperial Spain and questioning the representation of this period as a “Golden Age.” Includes the *Lazarillo de Tormes*, *El Abencerraje*, *Fuenteovejuna*, *La Vida es Sueño*, *El Medico de Su Honra*, and short narratives by Cervantes and María de Zayas. Prerequisites: Span 307D; concurrent enrollment in Span 308D is recommended. In Spanish.

Credit 3 units. A&S: TH, SD BU: IS

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### **L38 Span 3334. Medieval Iberia: A World with Many Faces, Through its Texts and Other Cultural Artifacts**

This course offers a panoramic vision of the medieval literature of the Iberian Peninsula, from its beginnings until the end of the Middle Ages (11th to 15th centuries). We read student modernized and annotated versions of some of the most famous works of this period, originally written in Castilian: lyric and epic poetry, ballads, miracles and exemplary stories; and the first act of *Celestina*. This selection includes works written by Christian, Hispano-Arab 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. Prerequisites: Span 307D; concurrent registration in Span 308D recommended.



Credit 3 units. A&S: TH, CD, SD BU: HUM

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**L38 Span 3341. Spanish Literature II in Chile/Spain**

An introduction to key texts from Spanish literature in the 19th and 20th centuries at Washington University's program in Chile or Spain. Prerequisite: Span 308D or the equivalent.

Credit 3 units. FA: Lit

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**L38 Span 334C. Spanish Literature II**

An introduction to key texts from Spanish literature and culture in the 19th, 20th, and 21st centuries in their specific historical contexts. Topics may include encounters between Arabs, Christians, and Jews in the Iberian peninsula; issues of gender and sexuality; the modern city; discourses of nationalism; the Spanish Civil War; the Francoist dictatorship; transition to democracy; and contemporary challenges in an increasingly multicultural and multiracial society. Prerequisites: Span 307D; concurrent registration in Span 308D is recommended. In Spanish.

Credit 3 units. A&S: TH, CD BU: IS FA: Lit

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**L38 Span 3351. Spanish-American Literature I in Chile/Spain**

A survey of major figures and literary trends in Spanish America from 1492 to Modernismo (1880); at Washington University's program in Chile or Spain. Prerequisite: Span 308D or the equivalent.

Credit 3 units. FA: Lit

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**L38 Span 3352. Spanish-American Literature of the Long 19th Century: From Empire to Nation**

This survey examines the changing roles of literature and its creators during the period that saw the end of the powerful Spanish empire and the emergence of the political framework of independent nations we are familiar with today. Students are introduced to prominent themes such as independence writing, the experience of race in literature, romanticism, civilization vs. barbarism, the appeal of literature to popular classes, modernismo, the place of literature in nation building and in shaping national identity, and the idea of the past as present. Prerequisites: Span 307D or permission of instructor; concurrent enrollment in Span 308D is recommended. In Spanish.

Credit 3 units. A&S: TH

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**L38 Span 335C. Spanish-American Literature I**

A survey of major figures and literary trends in Spanish America from 1492 to Modernismo (1880). Emphasis on the writings of either Colón or Columbus, Cortés, Bernal Diaz, Las Casas, Inca Garcilaso de la Vega; and Aztec reactions to the Conquest in the early period and on Sor Juana in colonial times. After the period of independence from Spain (1810–1824), the focus is on the literary representation of the making of the new nations, and cultural autonomy. Readings include chapters of a picaresque novel, the representation of dictatorship, civilization vs. barbarism,

the gaucho epic, and 19th-century fiction. Lectures and class discussions of the readings; exams, papers, and short reports. Prerequisites: Span 307D; concurrent registration in Span 308D is recommended. In Spanish.

Credit 3 units. A&S: TH, CD BU: IS FA: Lit

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**L38 Span 3361. Spanish-American Literature II in Chile/Spain**

A survey of major Spanish-American literary works from the end of the 19th century to the contemporary period at Washington University's program in Chile or Spain. Prerequisite: Span 308D or the equivalent.

Credit 3 units. FA: Lit

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**L38 Span 336C. Spanish-American Literature II**

A survey of major Latin-American literary works focusing on canonical works of the 20th and 21st centuries in their cultural and historical contexts. The course includes discussions of major literary movements such as the avant-garde, the Boom and the post-Boom. Other topics may include the literary and cultural responses to revolution, dictatorship and the evolving definitions of Latin America. Authors may include Quiroga, Neruda, Guillén, Vallejo, Borges, Cortázar, Rulfo, Carpentier, García Márquez, Poniatowska, Fuentes, Ferré and others. Prerequisites: Span 307D; concurrent registration in Span 308D is recommended.

Credit 3 units. A&S: TH, CD BU: IS FA: Lit

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**L38 Span 337C. The Chilean Short Story**

In this course we trace the trajectory of the short story in Chile in the 20th century with special attention to such literary movements as realism, naturalism, vanguardism, surrealism, and the new narrative, including the literature written during the dictatorship. The course tries to determine what specifically can be expressed about national identity through narrative, and is informed by historical, political and sociological analyses. The course includes several field trips to related sites and guest lectures by major Chilean writers and critics. Class requirements include a short essay, a long final essay and a final exam. This course is taught in Santiago, Chile, as part of the Washington University Chile Program. Conducted in Spanish.

Credit 3 units. A&S: TH FA: Lit

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**L38 Span 340. Nationalism in Action: The Spanish-American War**

We study nationalism as it was in evidence in the Spanish-American War in the United States and in Spain as an outgrowth of each country's history. We shall read periodicals of the period and study caricatures and other artistic expressions, as well as writings by authors such as Stephen Crane, Galdós, Mark Twain, Fernando Ortiz, Ivan Musicant and others. Cuba, Puerto Rico and the Philippines are included in the scope of the course. Students are expected to present a book report orally and to write it formally; in addition, a term paper of about 15 pages on a topic chosen



in consultation with the instructor serves as a final project. The course is conducted in English although students able to read other languages, may do some of the readings in the original. May count as elective credit for the major if work is done in Spanish. Enrollment limited to 15 students.

Credit 3 units. A&S: TH FA: SSP

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#### **L38 Span 349. 'Don Quixote' in Translation**

Because Cervantes' masterpiece is considered to be the first modern novel, it is absolutely essential to any understanding of literature as a whole. By way of a close textual reading, this course focuses on all the ways *Don Quixote* recapitulates almost the entire Western tradition and how it anticipates so many of the later developments of the novel. Course conducted in English.

Credit 3 units. A&S: TH FA: Lit

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#### **L38 Span 350. Undergraduate Seminar in Spanish Literature and Culture**

Taught in Spanish. Topics vary. Can be repeated for credit. This course can be counted as one of the three surveys required to obtain a Spanish major. Prerequisite: Span 307D; concurrent registration in Span 308D is recommended.

Credit 3 units. A&S: TH FA: Lit

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#### **L38 Span 3501. Latin-American Women Writers in Translation**

Study of major 20th-century women writers in English translation. We read poems, plays, essays and short fiction by authors such as Agustini, Ocampo, Mistral, Bombal, Gambaro, Ferré, Valenzuela and others. Class conducted in English. Spanish majors do the readings and papers in Spanish. Enrollment limit 25.

Credit 3 units. A&S: TH FA: Lit

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#### **L38 Span 3502. Spanish-American Short Novel**

Study of the 20th-century short novel in Spanish America. Authors include Bombal, Bioy Casares, Hernández, Castellanos, Fuentes, García Márquez, Ferré, Valenzuela, del Río.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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#### **L38 Span 3503. Fiction, Crime and Enigma: Clues to Detective Narrative from the Americas**

Ever since the detective story took readers by storm during the last decades of the 19th century, the genre of detective fiction has continued to flourish while undergoing numerous transformations. Latin-American literature is well known for the alternative readings of the crime fiction canon by well-established writers who broke canonical rules of classical and hard-boiled detective narrative and both parodied and politicized the genre through endless experimentation. In this course, we focus on the intersection of action and enigma, clues and patterns of a crime, the unraveling of a puzzle and the solution of a mystery in narratives by Poe,

Borges, Chandler, Hammett, Valenzuela, Piglia, García Márquez and others, as well as in selected films based on their works. In English.

Credit 3 units. A&S: TH FA: Lit

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#### **L38 Span 3504. The Spanish Short Story During the Past Fifty Years**

An explosion of storytellers: the rise and fall and rebirth of a genre. This course reviews a half century of short fiction in Spain, emphasizing the works written since 1970. We focus on the most significant, representative movements in relation to their historical and social contexts. Writers studied include Camilo José Cela, Miguel Delibes, Ignacio Aldecoa, Ana María Matute, Carmen Martín Gaité, Juan Benet, José María Merino, Luis Mateo Díez, Esther Tusquets, Cristina Fernández Cubas, Soledad Puértolas, Javier Marías, Antonio Muñoz Molina and Marina Mayoral. Prerequisites: Span 307D; concurrent registration in Span 308D is recommended. Paper, mid-term and final exams. In Spanish.

Credit 3 units. A&S: TH FA: Lit

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#### **L38 Span 3505. Borges in Translation**

Comprehensive study of Borges' major works. Analysis of basic themes, philosophical implications and structural elements present in Borges' poetry, essays and short stories. We also study a number of film adaptations of Borges' work, as well as a number of texts by writers he has influenced.

Credit 3 units. A&S: TH FA: Lit

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#### **L38 Span 3506. Women Writers of Early Modern Spain**

This course analyzes early modern women's writings (both secular and religious) by considering sociohistoric context, genre studies (autobiography, convent narratives, short prose fiction, poetry and theater) and feminist criticism. Critical approaches included consider issues of self-representation and subjectivity; performance; mysticism; life writing; feminist and lesbian utopias; cross-dressing; the body and spirituality; and the role of the Inquisition and confessors in the collaborative process of confessional writing. Class conducted in English. Spanish majors do the readings and papers in Spanish.

Credit 3 units. A&S: TH

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#### **L38 Span 351. Business Spanish**

Study of language and structures used in conducting business in the Hispanic world. We use actual materials from various businesses — advertising, marketing, real estate, accounting. Particular stress on speaking and writing. Prerequisite: Span 308D or permission of instructor.

Credit 3 units. A&S: LA BU: IS

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**L38 Span 353. Medical Spanish**

Designed for future medical professionals, this course provides students with a complete vocabulary and cultural sensitivity necessary for treating Spanish-speaking patients. While the main focus is oral/aural, written exams, varied reading and some research are required. Volunteer work recommended for enrolled students. Advanced students are given priority. Prerequisite: Span 307D. Credit 3 units. A&S: LA BU: IS

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**L38 Span 354. A View from the Southern Cone: Perspectives on Art, Literature and Culture**

This course deals with current issues of cultural, social, political and literary importance related to the Southern Cone. We study selected texts from Argentina, Chile and Uruguay as well as contemporary films and drama productions. This course seeks to determine what specifically can be expressed about national identity, globalization and the environment as these countries face the 21st century. Course requirements include four short essays and a final exam. This course is taught in Santiago, Chile, as part of the Washington University Chile Program. May be repeated for credit. Conducted in Spanish. Credit 3 units. A&S: TH BU: ETH

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**L38 Span 360. Literature Topics Course in Spain**

Taught through the Humanidades program of Carlos III University. Topics vary each semester. May be repeated for credit. Prerequisite: approval of Washington University's Madrid Program director and Carlos III. Credit variable, maximum 3 units. FA: Lit

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**L38 Span 3601. Cultural Studies Topics Course in Spain**

Taught through the Humanidades program of Carlos III University. Topics vary each semester. May be repeated for credit. Prerequisite: approval of Washington University's Madrid Program director and Carlos III. Credit variable, maximum 3 units. FA: SSP

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**L38 Span 370. Introduction to Hispanic Linguistics**

An introduction to the scientific study of the Spanish language, this course focuses on each of the major linguistic subsystems, including the sound system (phonetics and phonology), word formation (morphology), formation of phrases and sentences (syntax) and the use of the language to convey meaning (semantics and pragmatics). At each level of analysis, selected comparisons are made between Spanish and English and between Spanish and other languages. The course also examines different historical, regional and social varieties of Spanish and situations of Spanish in contact with other languages. Credit 3 units. A&S: LA

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**L38 Span 380. 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. Prerequisites: Span 307D; concurrent registration in Span 308D is recommended. In Spanish. Topics vary from semester to semester. See section description for current offering. Credit 3 units. A&S: TH, CD BU: ETH

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**L38 Span 399. Independent Study**

Prerequisite: permission of instructor. Credit variable, maximum 3 units.

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**L38 Span 400. Intensive Translation for Graduate Students I**

The first part of a two-semester course sequence in reading and translating Spanish. For graduate students in the humanities and social and natural sciences. Nongraduate students may enroll with permission of the department. Must be followed by Span 401. Credit 3 units. A&S: LA

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**L38 Span 401. Intensive Translation for Graduate Students II**

Continuation of Span 400. For graduate students in the humanities and social and natural sciences. Prerequisite: Span 400. Credit for Span 400 is contingent on completion of Span 401. Credit 3 units. A&S: LA

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**L38 Span 405W. Major Seminar**

An undergraduate seminar. Topics vary. This is a writing-intensive course, which requires a minimum of three papers of approximately four to five pages in length, with rewrites; 50 percent of the grade must come from written work. Prerequisite: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. In Spanish. Credit 3 units. A&S: TH, WI

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**L38 Span 406. The Spanish Symbiosis: Christians, Moors and Jews**

This course explores the contributions of Christians, Muslims and Jews in the Spanish peninsula, which led to what historians have called a *convivencia* (the peaceful and productive coexistence of these groups in medieval Spain), albeit an arrangement that was often troubled and tested. Among the topics studied are the Visigothic kingdom, the "Golden Age" of Muslim and Jewish Spain, the reconquista (reconquest; a series of campaigns by Christian states to recapture territory from the Moors), the age of Alfonso X, the Inquisition, the conquest of the New World, the expulsion of the Jews and the Moriscos (Moors), and the formation of modern Spain. We read historical accounts by Vives, Américo Castro, Benassar. Literary texts in translation include some of the greatest

works of the Spanish tradition: *The Cid*, *The Celestina*, Galdós' *Compassion*, Goytisolo's *Count Julian*, Aridjis's *1492*, and excerpts from Fuentes' *Terra Nostra*, among others. Pertinent films are discussed in class. Prerequisite: reading knowledge of Spanish, Hebrew or Arabic, or permission of instructor.  
Credit 3 units. A&S: TH, CD FA: Lit, SSP

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**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 308D and two 300-level literature surveys or the equivalent in Spanish. Course taught in Madrid, Spain, through the Washington University Madrid Program.

Credit 3 units. A&S: TH

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**L38 Span 408. Topics in Medieval Literature and Culture**

This is a writing-intensive course that requires a minimum of three papers of approximately four to five pages in length, with rewrites; 50 percent of the grade must come from written work. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. In Spanish.

Credit 3 units. A&S: TH

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**L38 Span 411. Advanced Grammar and Syntax**

This course presents a detailed study of Spanish syntax. Special attention is given to synchronic and diachronic variation as well as Spanish/English contrasts of particular interest to language learners and teachers. Prerequisites: 6 units of 300-level Spanish, or permission of instructor.

Credit 3 units. A&S: LA

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**L38 Span 4111. Advanced Grammar and Syntax in Spain**

Detailed study of contemporary Spanish syntax. Special attention to fine points of grammar and syntax necessary for communication at the advanced level, taught at Washington University's Carlos III Program in Madrid. Prerequisite: placement by exam.

Credit variable, maximum 4 units.

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**L38 Span 4112. Bilingual Advanced Grammar and Syntax in Spain**

Detailed study of contemporary Spanish syntax for bilingual students, taught at Washington University's Carlos III Program in Madrid. Prerequisite: placement by exam or program director.

Credit 3 units.

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**L38 Span 413. Linguistics and Language Learning**

The course, taught in English, provides a critical survey of various components involved in the relationship between linguistics and language learning. The course emphasizes the language learner and explores dimensions of second-language acquisition. The course begins with an examination of linguistic theories and then highlights the influence of linguistic theories on L2 acquisition research. The course then moves to an exploration of research on language and the brain. With this foundation, the course covers both internal and external factors related to language acquisition, such as language aptitude, age, gender, memory, prior knowledge, etc. In summary, theoretical and research dimensions of both linguistics and language learning are treated. This course counts as a requirement for the Graduate Certificate in Language Instruction and for the undergraduate Minor in Applied Linguistics. Prerequisite: Ling 170 is recommended but not required.

Credit 3 units. A&S: LA FA: SSP

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**L38 Span 416. Introduction to Hispanic Linguistics**

An introduction to the scientific study of the Spanish language, this course focuses on each of the major linguistic subsystems, including the sound system (phonetics and phonology), word formation (morphology), formation of phrases and sentences (syntax), and the use of the language to convey meaning (semantics and pragmatics). At each level of analysis, selected comparisons are made between Spanish and English and between Spanish and other languages. The course also examines different historical, regional and social varieties of Spanish and situations of Spanish in contact with other languages. Preceptorial for undergraduates only.

Credit 3 units. A&S: LA

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**L38 Span 417. Spanish Phonetics, Phonology and Dialectology**

This course, conducted in Spanish, explores the linguistic varieties of the 21 Spanish-speaking countries from both a historical and a synchronic perspective. The course begins with a traditional look at Spanish phonetics and phonology, with all students memorizing and using 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, soci-

olinguistics, dialectology and sociology, as well as traditional linguistic studies, in designing their projects concerning phonetics, phonology and dialect diversification.

Credit 3 units. A&S: LA BU: IS

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#### **L38 Span 419. Feminist Literary and Cultural Theory**

Same as WGSS 419

Credit 3 units. A&S: TH

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#### **L38 Span 420. Captivity and Its Consequences: Horror, Desire and Nostalgia in Colonial Narratives**

The objective of this course is to examine the formation and evolution of narratives of captivity in Latin American texts and their visual representations from the first indigenous and European contacts to the end of the colonial period. Prerequisites: Span 307D and Span 308D and at least two 300-level courses taught in Spanish. Conducted in Spanish.

Credit 3 units. A&S: TH

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#### **L38 Span 421. Argentinean Literature**

Credit 3 units. A&S: TH

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#### **L38 Span 4211. Spanish-American Literature of the Colonial Period**

A selective survey of the literature of the three centuries between the first encounters of the European and American Indian cultures and independence from Spain. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH, CD FA: Lit

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#### **L38 Span 423. Trotaconventos, Celestina & Co.: Go-Betweens, Love, Witchcraft and Other Related Subjects**

In this course we study how the literary figure known as the “go-between” evolved in Spanish literature, from its origins in Roman literature, the Cantigas and the Exempla, to its culmination in the Libro de Buen Amor and the Tragicomedia de Calisto y Melibea, also called Celestina. We also read a selection of texts that were influenced by Celestina and examine how their authors recreated Celestina’s characters and theme. Our analysis of the go-between leads us to a series of reflections about various related subjects, including the literary representation of love, the uses of language and magic as instruments of manipulation and power, and the ethical problems associated with such uses. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. Preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH

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#### **L38 Span 424. Latin-American Literature and Theory: Reading the State, Culture and Desire**

In this course, we pair literary and theoretical texts in order to hone a way of reading in which theory and literature are mutually informative, provocative, and inspiring. The idea of these loose groupings is not to prescribe a particular relationship between given literary and theoretical texts but rather is a way to begin negotiating the necessarily multiple relationships of theory and literature. These pairings come to seem more artificial over the course of the semester as we trace a network of relations that begins to look more and more like the Borgesian map that covered up the entire territory it described. The object of the course is, thus, not to define or prioritize a particular set of relations but rather to practice a way of reading literature theoretically and theory literarily, by which the strengths of both are allowed to come to the forefront in their complexity. Thematically, the course has several nuclei: the triangulation of State, culture and art (Piglia/Foucault, Burman/Agamben); a psychoanalytic approach to art as desire (Lispector/Lacan/Cixous); and finally, a third nucleus about which the first two commingle completely: “post-State,” proliferating desire, libidinal economies wherein the State is anachronism and failure (Arlt/Deleuze; 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 *Garage Olimpo* and *Historias Mínimas*. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH

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#### **L38 Span 4241. Topics in American Literature: Religious Transformations in the Early Modern Americas**

Same as E Lit 424

Credit 3 units. A&S: TH FA: Lit

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#### **L38 Span 425. Humanism, Magic and Rhetoric in 15th-Century Castilian Literature**

This course offers a panoramic view of 15th-century Castilian literature. We study a selection of texts produced both in the Castilian court and in some centers of higher learning, especially the University of Salamanca. The secondary readings help us to better understand the cultural context of the time and deepen our knowledge of four subjects that were highly present in the minds of 15th-century authors: Humanism, Rhetoric, Love and Magic. Because some of the texts selected for this course were written by (or have been attributed to) “converso” authors, we also examine the phenomenon of “converso” literature. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One hour preceptorial for undergraduates only. Conducted in Spanish.

Credit 3 units. A&S: TH, CD

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**L38 Span 426. Latin-American Theater**

Survey of dramatic and theatrical currents from the late 19th century to the present. The course focuses on tracing the themes of nationalism, cultural identity, immigration, class displacement, and the effects of consumerism in representative plays from the Rio de la Plata, Chile, Colombia and Mexico. The course studies manifestations of the sainete, the grotesco criollo, theater of the absurd, as well as the popular independent theater movements of the 1960s and '70s. Theoretical works studied include those of Brecht, Piscator, Esslin. Authors studied: Dragún, Payró, Cossa, Wolff, Sánchez, Díaz, Carballido, Gambaro, Buenaventura. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH, SD FA: AH

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**L38 Span 4261. The Erotics of Violence in Latin America**

The course is based on a combined analysis of theories on violence, nation and urban spaces, and the study of literary texts pertaining to the Latin-American post-Boom. Some of the authors be studied are Ricardo Piglia, Fernando Vallejo, Jorge Franco, Roberto Bolaño, Mario Mendoza, Laura Restrepo, Evelio Rosero, Santiago Roncagliolo, Alonso Cueto, Martín Kohan, Guillermo Arriaga, Daniel Alarcón, Paulo Lins, etc. The course is conducted in Spanish and focuses on the interconnections between sexuality, violence and political issues, and on the discursive strategies used for the representation of collective subjectivities and social conflict in Latin-American societies.

Credit 3 units. A&S: TH

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**L38 Span 4281. Creative Difference: Reclaiming Spanish-American "Traditional" Novel**

This class focuses on a selection of aesthetically and socially representative 19th- and early 20th-century Spanish-American novels. Integrating a wide range of sources (critical essays, paintings, film), we explore abolitionist issues in *Sab* (Cuba), the reinvention of Amerindian legacies in *Aves Sin Nido* (Peru), and the different facets of modernization and nation-building in *Los de Abajo* (Mexico), and *La Voragine* (Colombia). You 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 your potential as a reader and critic. Significant selections of pertinent criticism and theory are required of graduate students. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH, SD FA: Lit

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**L38 Span 4282. Voice into Print: The Art of Storytelling in Spanish-American Short Story**

The short story has been a central part of the extraordinary originality and vitality of Spanish-American writing and it enjoys great popularity among scholars and the general public alike. Integrating a wide range of 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 exemplify a variety of themes and forms: from the ordinary to the fantastic, from the realist to the imaginative. Special emphasis is placed on the questioning of such binary oppositions in the most recent writings, particularly from the Caribbean, promoting the syncretic or "transcultured" forms of expression. Students familiar with the works of Quiroga, Borges, Rulfo, Cortázar, Ferré and Valenzuela are delighted to discover many vibrant new voices, including Peri Rossi, Sommers and Moyano, or to explore the lesser-known terrain of minority writings. Significant selections of pertinent criticism and theory are required of graduate students. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH, CD FA: Lit

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**L38 Span 4291. The Politics and Poetics of Spanish-American New Novel**

When Spanish-American writers gained acclaim in the world literary scene in the so-called "Boom" of the 1960s, their spectacular success was often linked with the so-called magical realism that draws upon the oral and written tradition of both European and regional heritage (African, Amerindian) and shapes them to forge a uniquely Latin-American poetics. Through theoretically informed approach, this course offers an overview of the most acclaimed Spanish-American novels published between 1950 and 1970, with special attention given to the divergent cultural legacies and political uses of "magical realism." Specific notions of New World/Old World, modernization/tradition, nation building/otherness are explored in novels such as: *Los Pasos Perdidos* by Carpentier (Cuba), *Pedro Paramo* 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 and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH, CD FA: Lit

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**L38 Span 430. Latin-American Essay**

Study of the principal movements and outstanding figures in the Spanish-American essay from the colonial period to the present. Sor Juana, Sarmiento, Alberdi, Martí, Rodo, Paz, Freire, Ortiz,



Sabato, H.A. Murena. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish. Credit 3 units. A&S: TH FA: Lit

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**L38 Span 4301. Print and Power in 19th-Century Latin America**

Open to advanced undergraduate and graduate students, this seminar covers one of the most fascinating periods in Latin America history and cultural production, spanning from the eve of the wars for independence to eve of the Mexican Revolution (1800–1910). Several reasons make this period and the connections between print media or print culture and power worthwhile. This long century was the most war-torn in the region's history. Not only did writers engage issues of war on what was almost a daily basis, but war generated a wealth of new modes of literature. Debates on the slave trade and abolition also occurred during the 1800s, and largely in writing. And while places such as Lima, Peru and Mexico City were established printing centers during the Iberian occupation of the Americas, true printing revolutions were not widespread until during and after the wars for independence. One of the results to emerge during the first third of the century was that writing and print media gave legitimacy to incipient republican states, wedding print to power in new ways. And by the end of the century, educators and state bureaucrats teamed up to push for public primary education and literacy as components of progressive, “civilized” nations. Add to this the visual technologies and an overall surge in new forms of symbolic communication through print, and it is easy to see why this period offers such a rich backdrop for observing how print and power fit into the landscape we now know as Latin America. We pay special attention to themes including writing as a legitimizing force, writing and nation building, and the intersection of print with war, race, identity formation, modernity and ideologies. Readings include archival materials, wartime and popular poetry, novels by authors such as Jorge Isaacs and Ignacio Altamirano, writings by Simon Bolivar and Domingo Sarmiento, and modernista poetry and prose. Historical and theoretical selections guide our analysis of primary sources. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH

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**L38 Span 431. Latin-American Poetry I**

Survey of the major figures of Latin-American poetry from the colonial period to modernism. Poets studied include Sor Juana, Caviedes, Avellaneda, Marti, Dario, Silva, Najera. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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**L38 Span 432. Latin-American Poetry II**

Survey of contemporary Latin-American poetry, “postmodernismo” to the present. Poets studied include González Martínez, Vallejo, Neruda, Huidobro, Paz, Parra, Orozco, Pizarnik, Cardenal, Belli. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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**L38 Span 433. Spanish-American New Novel**

This course offers a critical overview of the most acclaimed Spanish-American novels published between 1950 and 1970. The following texts are read critically with special attention given to the problematics of canonicity and formal experimentation: *Los Pasos Perdidos* by Carpentier, *Pedro Paramo* by Rulfo, *La Ciudad y Los Perros* by Vargas Llosa, *Los Recuerdos el Porvenir* by Garro, *La Traicion de Rita Hayworth* by Puig, and *Cien Anos de Soledad* by García Márquez. Significant selections of pertinent criticism and theory are required of graduate students. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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**L38 Span 434. The 19th-Century Spanish Novel**

Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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**L38 Span 435. Mediterrean 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 migra-



tions, 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 and Span 308D and at least two 300-level courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units.

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**L38 Span 436. Spanish-American Fiction:1970 to the Present**

Study of Spanish-American narrative from the early 1970s to the present includes both novels by writers established before the 1970s (Vargas Llosa, García Márquez, Fuentes) and writers associated with the newest novelistic trends (Eltit, Fuguet, Martínez, Paz, Valenzuela). Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH

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**L38 Span 4361. Latin-American Prose Fiction: 1975 to Present**

Study of Latin-American narrative from the late 1970s to the present includes both recent novels of writers established before the 1970s (Vargas Llosa, García Márquez, Fuentes) and younger writers associated with the post-“Boom” phenomenon. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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**L38 Span 442. Literature and Revolution**

Credit 3 units. A&S: TH

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**L38 Span 4471. Spanish-American Women Writers I**

A study of women’s writing from the turn of the century to 1970. Readings include novels, short stories, poetry, essays and autobiographical texts. Prerequisites: Span 307D and Span 308D and at least two 300-level literature course taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH, SD FA: Lit

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**L38 Span 4472. Spanish-American Women Writers II**

A study of contemporary women’s writing from 1970 to the present within a feminist theoretical framework. Topics include the construction of gender, female subjectivity, love and power, women and politics, literary strategies, etc. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH, SD FA: Lit

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**L38 Span 450. Special Topics in Spanish Literature and Culture**

Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish. May be repeated for credit.

Credit 3 units. A&S: TH FA: Lit

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**L38 Span 4502. Latin-American Narrative in Film**

Analysis and discussion of a select group of films, focusing on their literary origins or their peculiar elaboration of critical conflicts in contemporary Latin-American society. Films by Littin, Puenzo, Lombardi, Skarmeta, Solanas, Gutiérrez Alea, Lilienthal and others. Novels by Vargas Llosa, Carpentier, Amado, Puig, Skarmeta and Soriano. Course conducted in English. Does not fulfill 400-level literature requirement.

Credit 3 units. A&S: TH FA: AH

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**L38 Span 4503. Latin-American Film: Argentine Cinema**

This course examines the development of cinema in Argentina, from the earliest attempts to codify a particularly Argentine perspective in Tango musicals to the present day. We explore the relationships between both film and nation building and film and revolution. We also study the role of cinema in national memory, using the cinema of the post-dictatorship as a case study. We read widely in film, cultural and political theory to enrich our study of the various films under consideration. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. Conducted in Spanish.

Credit 3 units. A&S: TH BU: IS FA: AH

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**L38 Span 451. Medieval Spanish Literature**

Study of the development of the principal literary traditions of medieval Spain, emphasizing major genres, themes and styles. Consideration of various critical approaches and responses to medieval texts. Lectures, papers and class reports. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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**L38 Span 453. Survey of 18th-Century Latin-American Narrative**

Exploring new ways of thinking; scientific observation and traveling; historiography; and the organization of knowledge. Analysis and discussion of a variety of 18th-century Latin-American narratives such as conventual writing by women, memoirs, travel, scientific writing and newspaper articles, to understand how that century’s attempts to compile, question, seek, build and reform came about. The narratives are regarded in their historical context and in a dialogue with some of the most recent literary studies

about 18th-century Latin America. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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**L38 Span 4533. Narratives of Fear: Violence in Latin-American Literature**

This course analyzes different representations of violence in Latin-American literature. Based on a critical analysis of 19th- and early 20th-century texts, we study how the recognition and legitimization of violence occurs in the context of hierarchical relationships in the society. Also we study how the literary images of bandits, pirates, thieves and assassins become the counter-discourse of the views of progress sustained by the hegemonic powers. The role of power and ideology is discussed in texts that define different levels of violence as a cultural manifestation.

Credit 3 units. A&S: TH

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**L38 Span 455. History of the Language**

A study of the evolution of Spanish and its dialects from Latin to contemporary usage. Knowledge of Latin helpful but not required. Prerequisites: Span 307D, 308D.

Credit 3 units. A&S: LA

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**L38 Span 456. Romance Philology**

Same as French 456

Credit 3 units. A&S: LA

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**L38 Span 4570. Gender and Modernity in Latin America**

Same as IAS 457

Credit 3 units. A&S: TH

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**L38 Span 4571. Exemplarity, the Writing of History and the Beginnings of Chivalry in Medieval Spain**

This course is devoted to the study of exemplarity, historical discourse and chivalric fiction in medieval Iberia. It begins with an introductory selection of 13th-century texts that prepares the students to better understand the development of Castilian identity, as shown in a selection of historical chronicles, and in some of the most canonical texts of the 15th century, such as *El Libro del Conde Lucanor*, *El Libro de Buen Amor* and *El Libro del Caballero Zifar*.

Credit 3 units. A&S: TH

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**L38 Span 458. Gender, Politics and Writing in Women's Fiction of the Post-Franco Era**

This course focuses on the narrative fiction of Spanish women of the post-Franco era: those who began to publish shortly after Franco's death and continue to write into the new century (Esther Tusquets, Cristina Fernández Cubas, Rosa Montero, Carmen Riera and Adelaida García Morales), as well as the more recent crop of writers who emerged on the literary scene in the past

decade (Nuria Amat, Lucía Etxebarria and Espido Freire). We consider the works of these women within their cultural, historical and political contexts, addressing issues such as the representation of gender and sexuality; the cultural impact of feminism, nationalism and globalization; and the influence of the publishing industry and the market on literary production. Whenever available, film adaptations of these literary works are used in conjunction with the readings. Prerequisites: Span 307D and Span 308D and at least two 300-level courses taught in Spanish. One hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH

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**L38 Span 459. 16th- and 17th-Century Drama**

Study of early modern Spain's highly influential and innovative comedias, from Lope de Vega's creation of new popular forms for public corrales to the spectacles of court theater for elite audiences in the generation that followed. Includes study of selected plays, as both texts and performances. Prerequisites: Span 307D and Span 308D and at least two 300-level courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L38 Span 461. Cervantes: "Don Quixote"**

Study of the famous work that launched the novel, giving voice to surprisingly different forms of experience and identity as it narrates the life of a crazed reader who attempts to rewrite his own history by becoming a knight errant. Includes Parts 1 and 2 of Cervantes's *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 and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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**L38 Span 4611. The Golden Age Novelas**

A detailed study of the novela, or novella, genre in 17th-century Spain, including selected novelas ejemplares by Cervantes and selected novelas amorosas and desenganos 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 and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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**L38 Span 462. 16th- and 17th-Century Prose**

Reading of works that are groundbreaking in the formal development of Golden Age Spanish literature and in the representation of ideas concerning national and individual identity during the imperial period. To include *Dialogo de la Lengua*, *Lazarillo de Tormes*, *Diana*, and selected works by Guevara, Cervantes, Quevedo, and Zayas. Seminar discussions and research paper. Prerequisites:

Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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#### **L38 Span 463. 16th- and 17th-Century Poetry**

Classical Spanish poetry during the Renaissance and the baroque periods. Poets range from the Marques de Santillana and Garcilaso de la Vega to Luis de Gongora, San Juan de la Cruz and Francisco de Quevedo. Movements and trends explored include the tradition of courtly love, culteranismo, Spanish mysticism and conceptismo. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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#### **L38 Span 464. Self-Representation and Picaresque Fiction in Early Modern Spain**

This course investigates self-representation through the figure of the picaresque and fictional autobiography in the representative works of the Spanish picaresque genre ( *Lazarillo* , *Guzman de Alfarache* , and *El Buscon* ). We also examine the figure of the Picara in novels with female protagonists such as *La Lozana Andaluza* and *La Picara Justina* (as well as a short story by María de Zayas) and consider the relation of the picara to women's roles in Spanish fiction and culture. This course considers aspects of gender, ethnicity, class, and desire in the sociohistorical context of picaresque fiction as well as narratological approaches to these texts. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH

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#### **L38 Span 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 and Span 308D and at least two 300-level literature courses taught in Spanish. Does not fulfill the 400-level literature requirement for the Spanish major but is applicable to other credit required for the major. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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#### **L38 Span 466. Second-Language Acquisition**

Same as Ling 466

Credit 3 units. A&S: LA

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#### **L38 Span 467. Grammar and Vocabulary Acquisition**

This course examines theoretical and instructional implications of research on grammar and vocabulary acquisition. Topics include making form-meaning connections during language learning; developmental stages; the role of input and input processing; explicit and implicit methods of grammar instruction; pertinent factors in vocabulary acquisition, such as 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: LA BU: BA

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#### **L38 Span 468. "Don Quixote"**

A close reading of the English translation of Cervantes' masterpiece, with special attention given to the European literary context. Conducted in English.

Credit 3 units. A&S: TH FA: Lit

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#### **L38 Span 469. Reading and Writing in a Second Language**

This course, taught in English, extends issues in second-language literacy beyond pedagogy by examining the wide range of theoretical and research issues, both historical and current. Literacy acquisition among second-language learners involves a number of variables including both cognitive and social factors. Topics discussed in class include literacy and social power, universal cognitive operations, individual learner differences, text types and literary forms, and the extent to which reading and writing are inter-related. Students discuss how to bridge research and practice, and they create reading and writing activities driven by theory and empirical investigations. This course is a required course for the undergraduate minor in Applied Linguistics and an elective for the Graduate Certificate in Language Instruction.

Credit 3 units. A&S: TH

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#### **L38 Span 471. Borges**

Comprehensive study of Borges' major works. Analysis of basic themes, philosophical implications, and structural elements present in Borges' poetry, essays and short stories. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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#### **L38 Span 472. 19th-Century Novel**

This course carries out a critical re-examination of the concept of "realism" through a close analysis of representative narrative works of 19th-century Spain. Texts covered include canonical novels by Galdós, Clarín, Pardo Bazán and Valera, as well as selections of noncanonical popular novels by women. These

works are examined through the lens of both 19th-century literary and cultural discourses (including articles and essays by the novelists themselves), and of 20th-century literary and cultural theories. Issues to be explored include: the critical reappraisal of “realism”; intersections between fictional and historical discourse; the problems of historiography; language and the self-reflexive text; representations of gender, sexuality and ethnicity; literature and national identity. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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### **L38 Span 473. Romanticism**

The origins of romanticism as a movement explored before reading and analyzing key works by the main Spanish romantic writers: Cadalso, El Duque de Rivas, Espronceda, Larra, Mesonero Romanos, Becquer, Campoamor and Zorrilla. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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### **L38 Span 475. The Other in Contemporary Spanish Fiction**

An examination of the various manifestations of “the other” in works of Delibes, Perez Reverte, Matute, Goytisolo, Riera, Atxaga. Aspects studied include history, culture, religion, language and gender. Ancillary readings treat theoretical as well as critical issues. Two or three short papers (two to three pages), and a longer paper with specific installments and revisions due during the semester (undergraduates, 15 pages; graduates, 20 pages.) Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH

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### **L38 Span 479. Generation of 1898: Theater and Poetry**

Analysis of works by Azorin, Unamuno, Baroja, Maeztu and Valle-Inclan. Various approaches to each work encouraged, and the theory of “generations” questioned. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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### **L38 Span 480. The Generation of '98**

An analysis of the Spanish-American War, the warring parties, and particularly of the literature it created in Spain by authors such as Unamuno, Machado, Valle-Inclán, Azorín and Baroja, The “desastre” led to introspective analyses of philosophy, education, and history. It attempted to rediscover the Hispanic ethos, to re-create its landscape poetically, and to become European without

losing its Spanish roots. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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### **L38 Span 481. Modern Drama**

Readings from 19th- and 20th-century playwrights such as Zorrilla, Benavente, Valle-Inclan, Lorca, Buero-Vallejo. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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### **L38 Span 482. Topics in 19th-Century Spanish Cultural Studies**

Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH

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### **L38 Span 486. 20th-Century Novel**

A study of the novel in 20th-century Spain, focusing on the contemporary period. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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### **L38 Span 487. Discourses on Gender in 19th- and 20th-Century Spain**

This course focuses on discourses on gender, from the late 19th century to the present in the context of feminism in Spain. We explore the social, political and cultural role of Spanish women (writers) within their specific historical contexts, with a special attention to their struggle to construct a new female subjectivity through their writings. To this end, their narrative fiction (novels, short stories) are read in conjunction with nonfiction writings (essays, journalism, etc.). Authors studied include 19th-century proto-feminists such as Emilia Pardo Bazán and Concepción Arenal; early 20th-century writers such as Carmen de Burgos, Margarita Nelken, and other female activists of the Republican period; and women writers of the post-War and post-Franco eras. Prerequisites: Span 307D and Span 308D and at least two 300-level courses taught in Spanish. One-hour preceptorial for undergraduate students; in Spanish.

Credit 3 units. A&S: TH, SD

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### **L38 Span 488. Narrating Mexico City**

The city has been one of the central topics of modern Mexican literature. Ever since the emergence of the modern capital at the end of the 19th century, urban culture became one of the central concerns of Mexican and Latin-American intellectuals across the continent. With the emergence of the megalopolis and the new



centrality of questions of violence, postmodernity and urban experience, Mexican literature and film have contributed, in the past 20 years, new ways to approach, discuss and narrate the city. This class seeks to tackle different meanings of Mexico City in the cultural discourse of Mexico, by exploring novels (Carlos Fuentes, José Emilio Pacheco, Juan Villoro), poems (Manuel Mapes Arce, Vicente Quirarte, Fabio Morábito), urban chronicles (Carlos Monsiváis, Elena Poniatowska, José Joaquín Blanco) and films (Amores Perros, Todo El Poder, Vivir Mata). Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH

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**L38 Span 489. Cities of the Past Future: Literary Institutions & Peripheral Modernity in the Latin-Am. Avant-Garde**

This class proposes a study of the Latin-American avant garde as a phenomenon of “peripheral modernity” and as a critique of the “institution literature” developed by 19th century and modernista liberalisms. This reading, rather than merely proposing a one-by-one reading of canonic texts, seeks to engage the avant-garde as a global cultural phenomenon with impact in literature, art, society and ideology. To achieve this, the class focuses on four regional contexts of the avant garde. First, we visit post-Revolutionary Mexico, to understand the way in which the avant-garde redefined notions of literature in Latin America by carefully analyzing the stakes of groups such as the estridentistas or the contemporaneos. Second, we analyze the reinvention of Buenos Aires as a literary city in the 1920s and 1930s to understand the impact of “peripheral modernity” in the constitution of the avant-garde as a specifically Latin-American phenomenon. Third, we discuss the impact of the semana de arte moderno of Sao Paulo, to understand how the idea of “antropofagia” created an articulation of the avant-garde with debates of cultural identity and transculturation. Finally, we go to the Andes to understand how avant-garde phenomena dealt with the questions of “divergent modernities.” Authors discussed include Arqueles Vela, Manuel Mapes Arce, Jorge Cuesta, Xavier Villaurrutia, Jorge Luis Borges, Oliverio Girondo, Roberto Arlt, Mario de Andrade, Oswald de Andrade, Manuel Bandeira, César Vallejo, Pablo Palacio, César Moro and José Carlos Mariátegui. Scholarship includes Peter Bürger, Matei Calinescu, Renato Poggioli, Rubén Gallo, Pedro Angel Palou, Beatriz Sarlo, Fernando Rosenberg, Haroldo de Campos, William Rowe and Roland Forgues. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH

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**L38 Span 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 Puertolas 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 Etxebarria, Belen Gopegui). We consider not only the aesthetic innovations of these writers, but also their preoccupation with the following sociopolitical and cultural issues: connections between gender, sexuality and writing; their response to feminist literary criticism and politics; and their relationship to the market and consumer society in the context of globalization. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH, SD FA: Lit

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**L38 Span 491. 18th- to 19th-Century Literature**

Readings in various genres covering significant figures and works in neoclassicism, romanticism, and realism. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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**L38 Span 4921. The Avant-Garde in Spain: Poetry/Visual Art/Cinema**

This course examines the development of the avant-garde in Spain during the two decades prior to the Spanish Civil War (1936–1939) from an interdisciplinary perspective, including poetry, the visual arts and cinema. We first study the development of the historical avant-garde through a study of four key avant-garde movements either developed by Spanish artists or taking place in Spain: Cubismo (Pablo Picasso, Juan Gris), Creacionismo (Vicente Huidobro, Gerardo Diego), Ultraismo (Gomez de la Serna, Cansinos-Assens, Pedro Salinas), and Surrealismo (Luis Bunuel, Salvador Dali, Rafael Alberti, Luis Cernuda, Federico Garcia Lorca and Joan Miro). 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 Tapies, Jose Angel Valente, Pere Gimferrer, Jose Miguel Ullan and Jose Luis Guerin. We also incorporate in our discussion theoretical writings by various critics including Ortega y Gasset, Peter Burger, C. Brian Morris and Roman Gubern. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: LA

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**L38 Span 494. 20th-Century Poetry**

Examination of 20th-century Spanish poetry from Machado and Juan Ramon Jimenez to the Generation of '27 and younger poets. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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**L38 Span 495. Honors**

Students who meet the requirements work closely with a member of the faculty on an individual basis on a project of mutual interest. Emphasis on a tutorial on a regular basis. Prerequisite: permission of Director of Undergraduate Studies. Preregistration not permitted.

Credit variable, maximum 3 units. A&S: TH

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**L38 Span 4951. Honors**

Students who meet the requirements work closely with a member of the faculty on an individual basis on a project of mutual interest. Emphasis on a tutorial on a regular basis. Prerequisite: permission of Director of Undergraduate Studies. Preregistration not permitted. Pass/fail.

Credit 3 units. A&S: TH

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**L38 Span 498. Contemporary Spanish Novel**

A study of modern novels by established authors, such as Benet, Goytisolo and Martin Gaité, and new figures such as Landero, Millas and Puertolas. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Comp

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**L38 Span 499. Contemporary Spanish Novel II: 1965 to Present**

A study of modern novels by established authors, such as Benet, Goytisolo and Martin Gaité, and new figures such as Landero, Millas and Puertolas. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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**Phone:** 314/935-5175

**Email:** [rll@artsci.wustl.edu](mailto:rll@artsci.wustl.edu)

**Departmental website:** <http://rll.wustl.edu/>



## Arts & Sciences: Russian Studies

Students interested in the Russian language and the cultures and social and political histories of Russia and other nations of the former Soviet Union can choose from a wide array of courses in several departments and pursue a minor in Russian Studies. The College offers elementary through advanced language courses and opportunities to acquire further mastery with study abroad; surveys of Russian literature and history from medieval times to the present; and courses that research specific periods or topics in depth, often from interdisciplinary perspectives.

A minor in Russian Language and Literature is administered through the International and Area Studies Program, which also offers a minor in Russian Studies/International and Area Studies. Students also are encouraged to consider majors in International Studies, European Studies, Comparative Literature, and History, all of which can be pursued with a focus on Russia and the former Soviet Union.

### Endowed Professor

#### James V. Wertsch

Marshall S. Snow Professor in Arts & Sciences  
Ph.D., University of Chicago  
(Anthropology, IAS)

### Associate Professor

#### Max J. Okenfuss

Ph.D., Harvard University  
(History)

### Senior Lecturer

#### Mikhail Palatnik

M.A. equivalent, University of Chernovtsy  
M.A., Washington University

### Lecturer

#### Nicole Svobodny

Ph.D., Columbia University  
(Assistant Dean of Arts & Sciences)

### Professor Emerita

#### Milica Banjanin

Ph.D., Washington University

Students interested in Russian Studies are encouraged to consider majors in International Studies, European Studies, Comparative Literature, and History, all of which can be pursued with a focus on Russia and the former Soviet Union. Additionally, a minor in Russian Language and Literature is administered through

the International and Area Studies Program, which also offers a minor in Russian Studies/International and Area Studies. There is no major in Russian Studies.

## The Minor in Russian Studies/ International and Area Studies

**Units required:** 18 plus four semesters (or its equivalent) of Russian language.

#### Required courses:

- Russian 215C. Introduction to Russian Civilization
- IAS 207. Crossing Borders
- At least 12 credits of advanced (300-plus) course work drawn from at least two different departments, all focused on Russia, as determined in consultation with the adviser.

No more than 3 credits may be from independent study or research. No more than 6 credits may be from study abroad, to be determined in consultation with your adviser. All advanced credits must be unique to the Russian Studies minor (i.e. not counted toward any other major or minor). Some credits earned through advanced level (300 or above) Russian language study may be applied to the minor at the discretion of the adviser unless being counted for a language major or minor.

## The Minor in Russian Language and Literature

**Units required:** 18

#### Required courses:

Russ 211D. Intermediate Russian I  
Russ 212D. Intermediate Russian II  
Russ 322D. Third-Year Russian I  
Russ 333D. Third-Year Russian II

One 300-400-level course in Russian Literature.

Students who place into Third-Year Russian must complete a minimum of 18 units of 300-plus-level language or literature courses. No more than 9 credits may be from study abroad, to be determined in consultation with your adviser. All advanced units must be unique to the Russian Language and Literature minor (i.e. not counted toward any other major or minor).

### Additional Information

**Study Abroad:** All students are encouraged to participate in one of the Washington University study abroad programs in St. Petersburg, Russia. Semester options include both language and area-studies programs, while 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 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.

Russian

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**L39 Russ 101D. Elementary Russian**

Interactive multimedia course designed to emphasize spoken language; includes the very latest video materials geared toward situations in contemporary post-Soviet Russian life. Also provides thorough understanding of fundamental grammar and develops reading and writing skills. Five class hours per week, plus an additional hour for conversation, review, and testing.

Credit 5 units. A&S: LA BU: HUM, IS

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**L39 Russ 102D. Elementary Russian**

Continuation of 101D. Interactive multimedia course designed to emphasize spoken language; includes the very latest video materials geared toward situations in contemporary Russian life. Also provides thorough understanding of fundamental grammar and develops reading and writing skills. Five class hours per week, plus an additional hour for conversation, review, and testing.

Credit 5 units. A&S: LA BU: HUM, IS

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**L39 Russ 211D. Intermediate Russian**

Designed to solidify students' command of Russian grammar and advance conversational, reading and writing skills. Includes video materials produced in Russia and conveying an up-to-the-minute picture of contemporary Russian life.

Credit 5 units. A&S: LA BU: HUM, IS

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**L39 Russ 212D. Intermediate Russian**

Continuation of 211D, completes comprehensive review of Russian grammar and further advances conversational, reading, writing and listening skills. Revised textbook with new audio and video materials that convey an up-to-the-minute picture of contemporary Russian life.

Credit 4 units. A&S: LA BU: HUM, IS

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**L39 Russ 215C. Introduction to Russian Civilization**

This course provides an overview of the main currents and developments in Russian culture and the arts from the earliest records to the present day. Exploring literary texts, film, music, architecture, the visual arts and popular culture, we discuss the self-identity of a people neither European nor Asian. Topics include the introduction of Orthodox Christianity, the "Tatar yoke," reactions to the "Europeanization" of Russia, Soviet propaganda, and post-Soviet everyday life. Does the Russian Federation of today represent a complete break with the past or a reemergence of certain cultural constants? Knowledge of Russian language not required. Freshmen welcome.

Credit 3 units. A&S: TH, CD BU: HUM, IS FA: SSP

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**L39 Russ 322D. Third-Year Russian**

Designed to develop students' abilities in the contemporary spoken language. Conversational practice is combined with a review of grammatical concepts. Students also work with newspapers, read literary texts and write compositions. Prerequisite: Russ 212D or equivalent.

Credit 3 units. A&S: LA BU: HUM, IS

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**L39 Russ 324D. Third-Year Russian**

Designed to develop students' abilities in the contemporary spoken language. Conversational practice is combined with a review of grammatical concepts. Students also work with newspapers, read literary texts and write compositions. Prerequisite: Russ 322D or equivalent.

Credit 3 units. A&S: LA BU: HUM, IS

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**L39 Russ 350C. The 19th-Century Russian Novel**

The 19th-century "realistic" novel elevated Russian literature to world literary significance. Close readings in English translation of masterpieces by Pushkin, Lermontov, Gogol, Dostoevsky, Turgenev and Tolstoy, guided by an investigation of their cultural contexts and a critical perspective on the notion of realism.

Credit 3 units. A&S: TH, SD, WI BU: HUM FA: Lit

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**L39 Russ 356. 20th-Century Russian History**

Same as History 356C

Credit 3 units. A&S: TH BU: IS FA: SSP

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**L39 Russ 375. Topics in Russian Culture**

Same as IAS 3750

Credit 3 units. A&S: TH, WI

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**L39 Russ 3880. The Russian Revolution**

Same as History 38R8

Credit 3 units. A&S: TH, WI BU: IS

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**L39 Russ 3990. To Russian and Return: Travel, Literature and History**

Same as History 39X9

Credit 3 units. A&S: TH, WI

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**L39 Russ 404. Fourth-Year Russian**

Further develops students' abilities in all spheres of the language: speaking, listening, reading, writing. Vocabulary building, conversation practice and student compositions based on materials from the Russian mass media, contemporary films and readings in modern Russian literature. Prerequisite: three years of college Russian or equivalent.

Credit 3 units. A&S: LA

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**L39 Russ 405. Advanced Russian II**

Further develops students' abilities in all spheres of the language: speaking, listening, reading, writing. Vocabulary building, conversation practice and student compositions based on materials from the Russian mass media, contemporary films and readings in modern Russian literature. Prerequisite: three years of college Russian or equivalent.

Credit 3 units. A&S: LA

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**L39 Russ 431. Russia Today and Yesterday: Cultural Perspectives (in Russian)**

On the basis of contemporary literature, official media, popular songs and films, the course examines the ever-changing culture of the Russian people and society during the pre- and post-perestroika periods. Class discussions, lectures and student presentations. Prerequisite: three years of college Russian or the equivalent.

Credit 3 units. A&S: LA BU: IS FA: AH, Lit

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**L39 Russ 432. Russia Today and Yesterday (in Russian)**

Readings of 19th and 20th-century Russian writers, as well as other literary and non-literary texts. Refinement and expansion of Russian communication skills (speaking, listening, writing, reading). Class discussions, student presentations, compositions. Prerequisite: Russ 431 or the equivalent.

Credit 3 units. A&S: LA FA: Lit

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**L39 Russ 442. The Jewish Experience in Eastern Europe**

Same as History 4442

Credit 3 units. A&S: TH, CD FA: SSP

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**L39 Russ 448. Russian History to the 18th Century**

Same as History 448C

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L39 Russ 4480. Russian Intellectual History**

Same as History 4480

Credit 3 units. A&S: TH BU: IS

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**L39 Russ 449. Imperial Russia**

Same as History 449C

Credit 3 units. A&S: TH FA: SSP

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## Russian Studies

**L83 Russ St 101D. Elementary Russian**

Same as Russ 101D

Credit 5 units. A&S: LA BU: HUM, IS

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**L83 Russ St 102D. Elementary Russian**

Same as Russ 102D

Credit 5 units. A&S: LA BU: HUM, IS

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**L83 Russ St 211D. Intermediate Russian**

Same as Russ 211D

Credit 5 units. A&S: LA BU: HUM, IS

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**L83 Russ St 212D. Intermediate Russian**

Same as Russ 212D

Credit 4 units. A&S: LA BU: HUM, IS

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**L83 Russ St 215C. Introduction to Russian Civilization**

Same as Russ 215C

Credit 3 units. A&S: TH, CD BU: HUM, IS FA: SSP

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**L83 Russ St 322. Third-Year Russian**

Same as Russ 322D

Credit 3 units. A&S: LA BU: HUM, IS

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**L83 Russ St 324. Third-Year Russian**

Same as Russ 324D

Credit 3 units. A&S: LA BU: HUM, IS

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**L83 Russ St 350C. The 19th-Century Russian Novel**

Same as Russ 350C

Credit 3 units. A&S: TH, SD, WI BU: HUM FA: Lit

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**L83 Russ St 356C. 20th-Century Russian History**

Same as History 356C

Credit 3 units. A&S: TH BU: IS FA: SSP

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**L83 Russ St 375. Topics in Russian Culture**

Same as IAS 3750

Credit 3 units. A&S: TH, WI

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**L83 Russ St 3880. The Russian Revolution**

Same as History 38R8

Credit 3 units. A&S: TH, WI BU: IS

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**L83 Russ St 39X9. To Russia and Return: Travel, Literature and History: Writing-Intensive Seminar**

Same as History 39X9

Credit 3 units. A&S: TH, WI

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**L83 Russ St 402. The Meaning of National Security in the 21st Century**

Same as IAS 402

Credit 3 units. A&S: SS

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**L83 Russ St 404. Fourth-Year Russian**

Same as Russ 404

Credit 3 units. A&S: LA

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**L83 Russ St 405. Advanced Russian II**

Same as Russ 405

Credit 3 units. A&S: LA

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**L83 Russ St 431. Russia Today and Yesterday: Cultural Perspectives (in Russian)**

Same as Russ 431

Credit 3 units. A&S: LA BU: IS FA: AH, Lit

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**L83 Russ St 432. Russia Today and Yesterday (in Russian)**

Same as Russ 432

Credit 3 units. A&S: LA FA: Lit

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**L83 Russ St 4442. The Jewish Experience in Eastern Europe**

Same as History 4442

Credit 3 units. A&S: TH, CD FA: SSP

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**L83 Russ St 4480. Russian Intellectual History**

Same as History 4480

Credit 3 units. A&S: TH BU: IS

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**L83 Russ St 448C. Russian History to the 18th Century**

Same as History 448C

Credit 3 units. A&S: TH BU: HUM FA: SSP

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**L83 Russ St 449C. Imperial Russia**

Same as History 449C

Credit 3 units. A&S: TH FA: SSP

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**Departmental website:** <http://russian.artsci.wustl.edu/>

## Arts & Sciences: Spanish

The Department of Romance Languages and Literatures offers a major and a minor in Spanish. If you are a prospective major, you should consult with the director of Undergraduate Language Studies of Spanish as early as possible. If you plan to teach or pursue graduate study, you should consider taking a second foreign language, as well as linguistics courses. In all departmental courses for the major, the student must receive a grade of B– or above. More information is available in the departmental mission statement. Students graduating in or before 2011 will require 27 units to complete the major (24 for double majors).

For a list of affiliated faculty, please see the Department of Romance Languages and Literatures faculty page.

### The Major in Spanish

**Total units required:** 30 units (27 units for second majors).

#### Required courses:

In Spanish, you are required to complete a minimum of 30 units in advanced courses, of which 21 must be taken in residence; 3 units may be taken outside the department with permission of your major adviser. (To complete a double major, you are required to complete 27 units.)

You are required to complete Span 307D, 308D, three literature surveys (Spanish 334C, 335C, 336C, 3332, 3334, 3352), and a culture or linguistics survey (either Spanish 380 or 370, respectively), plus 6 additional units in literature at the 400 level. All primary majors must complete a capstone experience by achieving a B+ or better in one of the 400-level seminars.

### Additional Information

**Study Abroad:** You are encouraged to participate in a study abroad program. Programs are available in Chile, Ecuador, Mexico, and Spain.

**Senior Honors:** You are encouraged to work toward Latin Honors (*cum laude*, *magna*, *summa*). To qualify for Latin Honors in the major by thesis, you 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, you 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 your performance and the quality of the thesis or critical essays, plus your cumulative grade point average.

**Spanish Honors in Linguistics:** To qualify for Spanish Honors in linguistics in the major by thesis, you 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.

**Transfer Credits:** 21 of the 30 units required for the major must be taken in residence. Non-WU courses may count toward the major with departmental permission.

### The Minor in Spanish

**Units required: 18**

#### Required courses:

Span 307D. Grammar and Composition I

Span 308D. Grammar and Composition II

Any two of the following courses:

Span 3334. Medieval Iberia: A World with Many Faces, Through Its Texts and Other Cultural Artifacts

Span 3332. Early Modern Spanish Texts: Whose Golden Age Do They Represent?

Span 334C. Peninsular Spanish Literature II

Span 335C. Spanish-American Literature I

Span 336C. Spanish-American Literature II

Students have the option of taking **one** of these two courses:

Span 370. Introduction to Hispanic Linguistics

Span 380. Surveys of Hispanic Cultures

**Elective courses:** Any two of the following courses:

Span 301. Oral Communication I

Span 321. Oral Communication II

Span 311. Topics in Hispanic Culture and Civilization I

Span 312. Topics in Hispanic Culture and Civilization II

Span 318. Spanish Culture, Grammar, and Composition

Span 350. Special Topics

Span 351. Business Spanish

Span 353. Medical Spanish

Any other advanced-level Spanish course offerings either at the 300 or 400 level.

#### L38 Span 101D. Spanish Level 1

Beginning language program stressing rapid acquisition of communicative ability. In addition to four hours of master class, students must enroll for two hours of additional practice and do one hour of assessed independent learning activities with multimedia resources.

Credit 5 units. A&S: LA BU: HUM, IS

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**L38 Span 102D. Spanish Level 2**

Beginning language program stressing rapid acquisition of communicative ability. In addition to four hours of master class, students must enroll for two hours of additional practice and do one hour of assessed independent learning activities with multimedia resources. Prerequisite: Span 101D or placement by examination. Credit 5 units. A&S: LA BU: HUM, IS

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**L38 Span 201D. Spanish Level 3: Intermediate Spanish**

An accelerated intermediate-level grammar review taught by a team of instructors in a MWF grammar class and a T/TH literature/composition class. Reviews basic and some advanced skills intensively with increased emphasis upon reading, writing, culture, and vocabulary learning. Prerequisite: Span 102D or placement by examination. Students must register for both a T/TH and a MWF class.

Credit 5 units. A&S: LA BU: HUM, IS

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**L38 Span 245. Women's Fiction in Contemporary Spain**

This course focuses on selected novels and short stories by 20th-century women writers in Spain, beginning with those writing during the post-Civil War years (1939–1975) and ending with the new generation of women writers who emerged after the end of the Franco dictatorship (post-1975). Discussions center on both political and aesthetic issues in the contexts of post-war and post-Franco Spain, including the effects of political repression and censorship; representations of gender and sexuality; and literature's relationship to feminist and nationalist movements in Spain. When relevant, other cultural media, such as film and music, are used in conjunction with our reading and analysis of literary texts. The course is taught in English.

Credit 3 units. A&S: TH BU: IS FA: Lit

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**L38 Span 246. Freshman Seminar: Latin-American Women in History and Culture: Icons and Idols**

In English. This class takes an in-depth look at various iconic female figures in the history of Latin America, examining their (self-) representation in history, literature, art and other cultural manifestations. We examine their lives, writings and art to learn more about the historical and cultural moment they lived in; how this moment shaped their lives and how they, in turn, shaped their historical moment. We aim to draw the larger conclusions of how women in history, despite hostile circumstances, have managed to forge political, cultural and artistic identities and make an impact on the world around them. We study these women in a chronological fashion, showing how society's attitudes changed toward women and how, in some ways, paradoxically, stayed the same. The women we study are all very different in terms of identity, historical period, and sociocultural background but all are similar in terms of their desire to overcome convention and resist repression — sometimes with very tragic results. Figures we study

include La Malinche, Sor Juana Inés de la Cruz, Manuela Saenz, Delmira Agustini, Frida Kahlo, Eva Perón, the Mothers of the Plaza de Mayo, Rigoberta Menchú and Ingrid Betancourt. Prerequisite: concurrent registration in individually appropriate level of Spanish language course is required.

Credit 3 units. A&S: TH, SD BU: IS

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**L38 Span 247. Freshman Seminar**

Same as L77 WGSS 247

Taught in English. Small group seminar devoted to readings and study of other texts such as films, paintings, etc., active discussion, writing. Topics vary; interdisciplinary focus.

Credit 3 units. A&S: TH BU: ETH

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**L38 Span 251. Latin-American Nomads and Travelers**

Rites of passage and trespassing representing Latin-American immigrants, nomads and travelers in narrative and film. This course is designed to map the multicultural context of travel, nomadism, displacement and immigration while studying narrative texts ( *Before Night Falls* ; *Heading South, Looking North* ; *Life on the Hyphen*; *T ranslated Woman: Crossing the Border With Esperanza's Story* ) and films ( *El Norte*, *Gringuito* , *Old Gringo* , *Stand and Deliver* ) by Latin-American and Latino authors. We look at the images, metaphors and myths that pervade current conceptualizations of the borderlands and explore the variety of ways in which postcolonial rites of passage and trespassing inform the aesthetics of contemporary Latin-American cultural expression. In English.

Credit 3 units. A&S: TH BU: IS FA: SSP

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**L38 Span 298. An Internship for Liberal Arts Students**

Same as GeSt 2991

Credit variable, maximum 3 units.

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**L38 Span 299. Undergraduate Independent Study**

Prerequisites: Span 201D and permission of the department.

Credit variable, maximum 3 units.

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**L38 Span 301. Oral Communication I**

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 Web for up-to-date news and culture. Oral presentations and limited writing. Prerequisite: 201D or equivalent. Concurrent enrollment in Span 307D recommended.

Credit 3 units. A&S: LA BU: IS

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**L38 Span 307D. Spanish Level 4: Grammar and Composition 1**

Through a free and practical review of Spanish grammar and syntax, this course allows students to refine their handling of written and spoken Spanish. Emphasis on the understanding and use of the fine points of the language. Activities include oral



reports, compositions, class discussions, group projects and the study of selections of literary and nonliterary materials. Prerequisite: Span 201D or placement by examination.

Credit 3 units. A&S: LA BU: HUM, IS

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**L38 Span 308D. Spanish Level 4: Grammar and Composition 2**

In-depth study of the process of writing, designed to prepare the Spanish major to write literary analysis. Literary texts studied as examples of writing styles. Regular compositions. Prerequisite: Span 307D or placement by examination.

Credit 3 units. A&S: LA BU: HUM, IS

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**L38 Span 310. Advanced Intermediate Spanish in Spain**

Continued study of Spanish grammar and syntax at Washington University's Madrid Carlos III University Program. A course designed for non-native speakers of Spanish, to refine communicative abilities in all four skills. Prerequisite: placement by exam at Carlos III.

Credit variable, maximum 4 units.

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**L38 Span 311. Hispanic Culture and Civilization I**

Study of aspects of the political, social, and cultural life of contemporary Spain and Portugal and their historical development. Class discussion; readings with compositions. Conducted in Spanish. May be repeated for credit. Prerequisite: Span 201D.

Credit 3 units. A&S: TH, CD BU: BA FA: SSP

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**L38 Span 312. Topics in Hispanic Culture and Civilization II**

Study of aspects of the political, social, and cultural life of contemporary Latin America and their historical development. Class discussion; readings with compositions. Conducted in Spanish. Prerequisite: Span 201D or placement by examination.

Credit 3 units. A&S: TH, CD BU: BA FA: SSP

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**L38 Span 313. Chilean Contemporary Culture**

This two-week course provides a panoramic view of Chilean contemporary culture, focusing on the years from 1988 to the present. We examine the representation of current issues in literature, the arts, and the media, and study topics such as governmental institutions, the constitution of 1980, the economy, the role of the Catholic Church, public policy concerning culture, etc. The course meets three hours a day, and there are several guest lecturers. Conducted in Spanish. Requirements: two short papers, short reports in class of the news or a cultural activity students have attended, and participation in class discussions. Course includes an all-day cultural excursion on Saturday, which features a visit to one of Neruda's houses, a history museum, etc.

Credit 3 units. A&S: TH BU: ETH FA: SSP

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**L38 Span 317. Advanced Spanish Language in Chile/Spain**

Continued study of Spanish grammar and syntax at Washington University's program in Chile or Spain. A course designed for non-native speakers of Spanish to refine mastery of difficult uses and structures in all four skills. Prerequisite: placement by exam or program director.

Credit variable, maximum 4 units.

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**L38 Span 3181. Spanish Culture and Civilization**

This course is intended to acquaint students with important aspects of Spanish culture, including history, civilization, society, politics and the arts, dating from the first invasions of the Peninsula to the present. Students gain an awareness of the ethnic, cultural and aesthetic diversity of Spain as a country of multiple autonomous regions, by working with written texts and other media and by visits to various locations. The broader aim of the course is to enable students to engage with and to analyze Spanish culture from an intellectually critical perspective and knowledge of its sociohistorical distinctiveness. Requirements include active participation within all classes and excursions, presentations, and various written assignments. This course is taught in Madrid, as part of the Washington University Carlos III Program. Conducted in Spanish.

Credit 3 units. A&S: TH, CD BU: IS FA: SSP

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**L38 Span 3201. Historical and Comparative Linguistics**

Same as Ling 320

Credit 3 units. A&S: LA FA: Lit

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**L38 Span 321. Oral Communication II**

Designed to offer students with advanced skills in Spanish an opportunity to refine their ability to discuss a variety of topics. Various media (film, television, and newspapers) are used as a basis for debate on cultural topics pertaining to the Spanish-speaking world. Oral presentations and limited writing. Prerequisites: Span 301 and 307D or multiple 300-level courses.

Credit 3 units. A&S: LA BU: IS

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**L38 Span 322. Advanced Conversation in Spain**

Designed to offer students with advanced skills in Spanish an opportunity to refine their ability to discuss a variety of topics. Various media such as films, television, newspapers and other modes of communication are used for oral presentations and some writing. Prerequisite: Span 301, 307D or 308D, or multiple 300-level courses.

Credit 3 units. A&S: LA

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**L38 Span 325. Exploration, Traveling and the Double Gaze: Mapping Geography and Identity in Colonial Spanish America**

In this course we examine the geographical, cultural and ideological mapping as described in the travel/exploration chronicles of the 16th, 17th and 18th centuries. We focus on the Southern hemisphere (Peru) as well as the Northern Frontier (Mexico, New Mexico, La Florida, Colorado) while reading narrative texts such as Columbus' *Diario*, Cabeza de Vaca's *Nafragios*, Inca Garcilaso de la Vega's *The Florida of the Inca*, Francisco Vásquez de Coronado's *Narratives of the Coronado Expedition*, and Alonso Carrió de la Vandra's *El Lazarillo de Ciegos Caminantes* (*Guide for Travelers in 18th-Century Spanish America*). We use art work and historical maps for our study of the cultural and ideological representations of alterity and of the geography of the colonial empire. In English.

Credit 3 units. A&S: TH FA: SSP

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**L38 Span 331. Hispanic Art/Arte Hispano**

This course focuses on the most important movements, artistic expressions and representatives of the art history of Latin America and Spain. From the folk naive art of traditional indigenous weaving and tapestry — depicting daily life and harvest — to the “arpilleras,” or designs on burlap, expressing the suffering of contemporary indigenous women under Latin America's military dictatorships, to the feminist and surrealist self-reconstruction portraits of Mexican artist Frida Kahlo. 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. From the “Corridos songs” of the Mexican Revolution to the Spanish flamenco talking about the displacement and suffering of Gypsies in Spain. The students visit the Saint Louis Art Museum and talk to some local Hispanic artists. Prerequisite: Span 308D or Span 321. May be used for elective credit in the Spanish major or minor. In Spanish.

Credit 3 units. A&S: TH BU: IS FA: AH

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**L38 Span 3321. Spanish Film Studies in Spain**

An introduction to contemporary Spanish film taught at Washington University's program in Spain. Prerequisite: approval of Washington University's program director.

Credit 3 units. BU: IS FA: AH

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**L38 Span 3331. Spanish Literature I in Chile/Spain**

Introductory survey of Spanish literature from its beginnings in the Middle Ages to the baroque period at Washington University's program in Chile or Spain. Prerequisite: Span 308D or the equivalent.

Credit 3 units. FA: Lit

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**L38 Span 3332. Early Modern Spanish Texts: Whose Golden Age Do They Represent?**

This course studies a series of work from 16th- and 17th-century Spain canonized by later readers as classics of national Spanish literature, that daringly experiment with the literary genres of their period to incorporate discourses from daily life, thereby revealing the decadence of imperial Spain and questioning the representation of this period as a “Golden Age.” Includes the *Lazarillo de Tormes*, *El Abencerraje*, *Fuenteovejuna*, *La Vida es Sueño*, *El Medico de Su Honra*, and short narratives by Cervantes and María de Zayas. Prerequisites: Span 307D; concurrent enrollment in Span 308D is recommended. In Spanish.

Credit 3 units. A&S: TH, SD BU: IS

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**L38 Span 3334. Medieval Iberia: A World with Many Faces, Through its Texts and Other Cultural Artifacts**

This course offers a panoramic vision of the medieval literature of the Iberian Peninsula, from its beginnings until the end of the Middle Ages (11th to 15th centuries). We read student modernized and annotated versions of some of the most famous works of this period, originally written in Castilian: lyric and epic poetry, ballads, miracles and exemplary stories; and the first act of *Celestina*. This selection includes works written by Christian, Hispano-Arab 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. Prerequisites: Span 307D; concurrent registration in Span 308D recommended.

Credit 3 units. A&S: TH, CD, SD BU: HUM

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**L38 Span 3341. Spanish Literature II in Chile/Spain**

An introduction to key texts from Spanish literature in the 19th and 20th centuries at Washington University's program in Chile or Spain. Prerequisite: Span 308D or the equivalent.

Credit 3 units. FA: Lit

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**L38 Span 334C. Spanish Literature II**

An introduction to key texts from Spanish literature and culture in the 19th, 20th, and 21st centuries in their specific historical contexts. Topics may include encounters between Arabs, Christians, and Jews in the Iberian peninsula; issues of gender and

sexuality; the modern city; discourses of nationalism; the Spanish Civil War; the Francoist dictatorship; transition to democracy; and contemporary challenges in an increasingly multicultural and multiracial society. Prerequisites: Span 307D; concurrent registration in Span 308D is recommended. In Spanish.

Credit 3 units. A&S: TH, CD BU: IS FA: Lit

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### **L38 Span 3351. Spanish-American Literature I in Chile/Spain**

A survey of major figures and literary trends in Spanish America from 1492 to Modernismo (1880); at Washington University's program in Chile or Spain. Prerequisite: Span 308D or the equivalent.

Credit 3 units. FA: Lit

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### **L38 Span 3352. Spanish-American Literature of the Long 19th Century: From Empire to Nation**

This survey examines the changing roles of literature and its creators during the period that saw the end of the powerful Spanish empire and the emergence of the political framework of independent nations we are familiar with today. Students are introduced to prominent themes such as independence writing, the experience of race in literature, romanticism, civilization vs. barbarism, the appeal of literature to popular classes, modernismo, the place of literature in nation building and in shaping national identity, and the idea of the past as present. Prerequisites: Span 307D or permission of instructor; concurrent enrollment in Span 308D is recommended. In Spanish.

Credit 3 units. A&S: TH

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### **L38 Span 335C. Spanish-American Literature I**

A survey of major figures and literary trends in Spanish America from 1492 to Modernismo (1880). Emphasis on the writings of either Colón or Columbus, Cortés, Bernal 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 308D is recommended. In Spanish.

Credit 3 units. A&S: TH, CD BU: IS FA: Lit

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### **L38 Span 3361. Spanish-American Literature II in Chile/Spain**

A survey of major Spanish-American literary works from the end of the 19th century to the contemporary period at Washington University's program in Chile or Spain. Prerequisite: Span 308D or the equivalent.

Credit 3 units. FA: Lit

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### **L38 Span 336C. Spanish-American Literature II**

A survey of major Latin-American literary works focusing on canonical works of the 20th and 21st centuries in their cultural and historical contexts. The course includes discussions of major literary movements such as the avant-garde, the Boom and the post-Boom. Other topics may include the literary and cultural responses to revolution, dictatorship and the evolving definitions of Latin America. Authors may include Quiroga, Neruda, Guillén, Vallejo, Borges, Cortázar, Rulfo, Carpentier, García Márquez, Poniatowska, Fuentes, Ferré and others. Prerequisites: Span 307D; concurrent registration in Span 308D is recommended.

Credit 3 units. A&S: TH, CD BU: IS FA: Lit

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### **L38 Span 337C. The Chilean Short Story**

In this course we trace the trajectory of the short story in Chile in the 20th century with special attention to such literary movements as realism, naturalism, vanguardism, surrealism, and the new narrative, including the literature written during the dictatorship. The course tries to determine what specifically can be expressed about national identity through narrative, and is informed by historical, political and sociological analyses. The course includes several field trips to related sites and guest lectures by major Chilean writers and critics. Class requirements include a short essay, a long final essay and a final exam. This course is taught in Santiago, Chile, as part of the Washington University Chile Program. Conducted in Spanish.

Credit 3 units. A&S: TH FA: Lit

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### **L38 Span 340. Nationalism in Action: The Spanish-American War**

We study nationalism as it was in evidence in the Spanish-American War in the United States and in Spain as an outgrowth of each country's history. We shall read periodicals of the period and study caricatures and other artistic expressions, as well as writings by authors such as Stephen Crane, Galdós, Mark Twain, Fernando Ortiz, Ivan Musicant and others. Cuba, Puerto Rico and the Philippines are included in the scope of the course. Students are expected to present a book report orally and to write it formally; in addition, a term paper of about 15 pages on a topic chosen in consultation with the instructor serves as a final project. The course is conducted in English although students able to read other languages, may do some of the readings in the original. May count as elective credit for the major if work is done in Spanish. Enrollment limited to 15 students.

Credit 3 units. A&S: TH FA: SSP

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### **L38 Span 349. 'Don Quixote' in Translation**

Because Cervantes' masterpiece is considered to be the first modern novel, it is absolutely essential to any understanding of literature as a whole. By way of a close textual reading, this course

focuses on all the ways *Don Quixote* recapitulates almost the entire Western tradition and how it anticipates so many of the later developments of the novel. Course conducted in English.

Credit 3 units. A&S: TH FA: Lit

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### **L38 Span 350. Undergraduate Seminar in Spanish Literature and Culture**

Taught in Spanish. Topics vary. Can be repeated for credit. This course can be counted as one of the three surveys required to obtain a Spanish major. Prerequisite: Span 307D; concurrent registration in Span 308D is recommended.

Credit 3 units. A&S: TH FA: Lit

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### **L38 Span 3501. Latin-American Women Writers in Translation**

Study of major 20th-century women writers in English translation. We read poems, plays, essays and short fiction by authors such as Agustini, Ocampo, Mistral, Bombal, Gambaro, Ferré, Valenzuela and others. Class conducted in English. Spanish majors do the readings and papers in Spanish. Enrollment limit 25.

Credit 3 units. A&S: TH FA: Lit

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### **L38 Span 3502. Spanish-American Short Novel**

Study of the 20th-century short novel in Spanish America. Authors include Bombal, Bioy Casares, Hernández, Castellanos, Fuentes, García Márquez, Ferré, Valenzuela, del Río.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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### **L38 Span 3503. Fiction, Crime and Enigma: Clues to Detective Narrative from the Americas**

Ever since the detective story took readers by storm during the last decades of the 19th century, the genre of detective fiction has continued to flourish while undergoing numerous transformations. Latin-American literature is well known for the alternative readings of the crime fiction canon by well-established writers who broke canonical rules of classical and hard-boiled detective narrative and both parodied and politicized the genre through endless experimentation. In this course, we focus on the intersection of action and enigma, clues and patterns of a crime, the unraveling of a puzzle and the solution of a mystery in narratives by Poe, Borges, Chandler, Hammett, Valenzuela, Piglia, García Márquez and others, as well as in selected films based on their works. In English.

Credit 3 units. A&S: TH FA: Lit

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### **L38 Span 3504. The Spanish Short Story During the Past Fifty Years**

An explosion of storytellers: the rise and fall and rebirth of a genre. This course reviews a half century of short fiction in Spain, emphasizing the works written since 1970. We focus on the most significant, representative movements in relation to their historical and social contexts. Writers studied include Camilo José Cela, Miguel Delibes, Ignacio Aldecoa, Ana María Matute, Carmen

Martín Gaité, Juan Benet, José María Merino, Luis Mateo Díez, Esther Tusquets, Cristina Fernández Cubas, Soledad Puértolas, Javier Marías, Antonio Muñoz Molina and Marina Mayoral. Prerequisites: Span 307D; concurrent registration in Span 308D is recommended. Paper, mid-term and final exams. In Spanish.

Credit 3 units. A&S: TH FA: Lit

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### **L38 Span 3505. Borges in Translation**

Comprehensive study of Borges' major works. Analysis of basic themes, philosophical implications and structural elements present in Borges' poetry, essays and short stories. We also study a number of film adaptations of Borges' work, as well as a number of texts by writers he has influenced.

Credit 3 units. A&S: TH FA: Lit

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### **L38 Span 3506. Women Writers of Early Modern Spain**

This course analyzes early modern women's writings (both secular and religious) by considering sociohistoric context, genre studies (autobiography, convent narratives, short prose fiction, poetry and theater) and feminist criticism. Critical approaches included consider issues of self-representation and subjectivity; performance; mysticism; life writing; feminist and lesbian utopias; cross-dressing; the body and spirituality; and the role of the Inquisition and confessors in the collaborative process of confessional writing. Class conducted in English. Spanish majors do the readings and papers in Spanish.

Credit 3 units. A&S: TH

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### **L38 Span 351. Business Spanish**

Study of language and structures used in conducting business in the Hispanic world. We use actual materials from various businesses — advertising, marketing, real estate, accounting. Particular stress on speaking and writing. Prerequisite: Span 308D or permission of instructor.

Credit 3 units. A&S: LA BU: IS

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### **L38 Span 353. Medical Spanish**

Designed for future medical professionals, this course provides students with a complete vocabulary and cultural sensitivity necessary for treating Spanish-speaking patients. While the main focus is oral/aural, written exams, varied reading and some research are required. Volunteer work recommended for enrolled students. Advanced students are given priority. Prerequisite: Span 307D.

Credit 3 units. A&S: LA BU: IS

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### **L38 Span 354. A View from the Southern Cone: Perspectives on Art, Literature and Culture**

This course deals with current issues of cultural, social, political and literary importance related to the Southern Cone. We study selected texts from Argentina, Chile and Uruguay as well as contemporary films and drama productions. This course seeks to determine what specifically can be expressed about national iden-

tity, globalization and the environment as these countries face the 21st century. Course requirements include four short essays and a final exam. This course is taught in Santiago, Chile, as part of the Washington University Chile Program. May be repeated for credit. Conducted in Spanish.

Credit 3 units. A&S: TH BU: ETH

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#### **L38 Span 360. Literature Topics Course in Spain**

Taught through the Humanidades program of Carlos III University. Topics vary each semester. May be repeated for credit. Prerequisite: approval of Washington University's Madrid Program director and Carlos III.

Credit variable, maximum 3 units. FA: Lit

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#### **L38 Span 3601. Cultural Studies Topics Course in Spain**

Taught through the Humanidades program of Carlos III University. Topics vary each semester. May be repeated for credit. Prerequisite: approval of Washington University's Madrid Program director and Carlos III.

Credit variable, maximum 3 units. FA: SSP

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#### **L38 Span 370. Introduction to Hispanic Linguistics**

An introduction to the scientific study of the Spanish language, this course focuses on each of the major linguistic subsystems, including the sound system (phonetics and phonology), word formation (morphology), formation of phrases and sentences (syntax) and the use of the language to convey meaning (semantics and pragmatics). At each level of analysis, selected comparisons are made between Spanish and English and between Spanish and other languages. The course also examines different historical, regional and social varieties of Spanish and situations of Spanish in contact with other languages.

Credit 3 units. A&S: LA

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#### **L38 Span 380. 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. Prerequisites: Span 307D; concurrent registration in Span 308D is recommended. In Spanish. Topics vary from semester to semester. See section description for current offering.

Credit 3 units. A&S: TH, CD BU: ETH

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#### **L38 Span 399. Independent Study**

Prerequisite: permission of instructor.

Credit variable, maximum 3 units.

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#### **L38 Span 400. Intensive Translation for Graduate Students I**

The first part of a two-semester course sequence in reading and translating Spanish. For graduate students in the humanities and social and natural sciences. Nongraduate students may enroll with permission of the department. Must be followed by Span 401.

Credit 3 units. A&S: LA

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#### **L38 Span 401. Intensive Translation for Graduate Students II**

Continuation of Span 400. For graduate students in the humanities and social and natural sciences. Prerequisite: Span 400. Credit for Span 400 is contingent on completion of Span 401.

Credit 3 units. A&S: LA

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#### **L38 Span 405W. Major Seminar**

An undergraduate seminar. Topics vary. This is a writing-intensive course, which requires a minimum of three papers of approximately four to five pages in length, with rewrites; 50 percent of the grade must come from written work. Prerequisite: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. In Spanish.

Credit 3 units. A&S: TH, WI

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#### **L38 Span 406. The Spanish Symbiosis: Christians, Moors and Jews**

This course explores the contributions of Christians, Muslims and Jews in the Spanish peninsula, which led to what historians have called a *convivencia* (the peaceful and productive coexistence of these groups in medieval Spain), albeit an arrangement that was often troubled and tested. Among the topics studied are the Visigothic kingdom, the "Golden Age" of Muslim and Jewish Spain, the reconquista (reconquest; a series of campaigns by Christian states to recapture territory from the Moors), the age of Alfonso X, the Inquisition, the conquest of the New World, the expulsion of the Jews and the Moriscos (Moors), and the formation of modern Spain. We read historical accounts by Vives, Américo Castro, Benassar. Literary texts in translation include some of the greatest works of the Spanish tradition: *The Cid*, *The Celestina*, Galdós' *Compassion*, Goytisolo's *Count Julian*, Aridjis's *1492*, and excerpts from Fuentes' *Terra Nostra*, among others. Pertinent films are discussed in class. Prerequisite: reading knowledge of Spanish, Hebrew or Arabic, or permission of instructor.

Credit 3 units. A&S: TH, CD FA: Lit, SSP

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#### **L38 Span 407. Seminar in Spain: Cultural Encounters**

The Spanish, Latinos and non-Hispanic North American vis-à-vis "the Other." Designed to study the historical and ideological bases of attitudes and mutual perceptions that inform these three cultures' understanding of each other. Analysis of literary and extra-literary representations of the three identities in question teach students to think critically about the cultural, religious and political foundations of intercultural perceptions. Washington



University students' experiences living in Spain provide a context for them to examine their own attitudes about "Hispanidad," as well as to learn about their own cultures (American, "Latino") as they are understood from abroad. Study of theoretical concepts of identity, ethnicity, minority, gender, culture and intercultural communication enables students to participate in practical discussions based on observation and experience with an objective, critical understanding of how they perceive and are perceived by others. Fulfills 400-level literature course requirement for the Spanish major. Prerequisites: Span 307D, Span 308D and two 300-level literature surveys or the equivalent in Spanish. Course taught in Madrid, Spain, through the Washington University Madrid Program.

Credit 3 units. A&S: TH

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#### **L38 Span 408. Topics in Medieval Literature and Culture**

This is a writing-intensive course that requires a minimum of three papers of approximately four to five pages in length, with rewrites; 50 percent of the grade must come from written work. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. In Spanish.

Credit 3 units. A&S: TH

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#### **L38 Span 411. Advanced Grammar and Syntax**

This course presents a detailed study of Spanish syntax. Special attention is given to synchronic and diachronic variation as well as Spanish/English contrasts of particular interest to language learners and teachers. Prerequisites: 6 units of 300-level Spanish, or permission of instructor.

Credit 3 units. A&S: LA

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#### **L38 Span 4111. Advanced Grammar and Syntax in Spain**

Detailed study of contemporary Spanish syntax. Special attention to fine points of grammar and syntax necessary for communication at the advanced level, taught at Washington University's Carlos III Program in Madrid. Prerequisite: placement by exam.

Credit variable, maximum 4 units.

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#### **L38 Span 4112. Bilingual Advanced Grammar and Syntax in Spain**

Detailed study of contemporary Spanish syntax for bilingual students, taught at Washington University's Carlos III Program in Madrid. Prerequisite: placement by exam or program director.

Credit 3 units.

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#### **L38 Span 413. Linguistics and Language Learning**

The course, taught in English, provides a critical survey of various components involved in the relationship between linguistics and language learning. The course emphasizes the language learner and explores dimensions of second-language acquisition. The course begins with an examination of linguistic theories and then highlights the influence of linguistic theories on L2 acquisition

research. The course then moves to an exploration of research on language and the brain. With this foundation, the course covers both internal and external factors related to language acquisition, such as language aptitude, age, gender, memory, prior knowledge, etc. In summary, theoretical and research dimensions of both linguistics and language learning are treated. This course counts as a requirement for the Graduate Certificate in Language Instruction and for the undergraduate Minor in Applied Linguistics. Prerequisite: Ling 170 is recommended but not required.

Credit 3 units. A&S: LA FA: SSP

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#### **L38 Span 416. Introduction to Hispanic Linguistics**

An introduction to the scientific study of the Spanish language, this course focuses on each of the major linguistic subsystems, including the sound system (phonetics and phonology), word formation (morphology), formation of phrases and sentences (syntax), and the use of the language to convey meaning (semantics and pragmatics). At each level of analysis, selected comparisons are made between Spanish and English and between Spanish and other languages. The course also examines different historical, regional and social varieties of Spanish and situations of Spanish in contact with other languages. Preceptorial for undergraduates only.

Credit 3 units. A&S: LA

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#### **L38 Span 417. Spanish Phonetics, Phonology and Dialectology**

This course, conducted in Spanish, explores the linguistic varieties of the 21 Spanish-speaking countries from both a historical and a synchronic perspective. The course begins with a traditional look at Spanish phonetics and phonology, with all students memorizing and using the International Phonetic Alphabet. Course readings and discussions extend beyond the descriptive and include a search for the sources of language variation within the Spanish-speaking world. Particular attention is devoted to language contact and bilingualism. Students read in areas such as history, sociolinguistics, dialectology and sociology, as well as traditional linguistic studies, in designing their projects concerning phonetics, phonology and dialect diversification.

Credit 3 units. A&S: LA BU: IS

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#### **L38 Span 419. Feminist Literary and Cultural Theory**

Same as WGSS 419

Credit 3 units. A&S: TH

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#### **L38 Span 420. Captivity and Its Consequences: Horror, Desire and Nostalgia in Colonial Narratives**

The objective of this course is to examine the formation and evolution of narratives of captivity in Latin American texts and their visual representations from the first indigenous and European contacts



to the end of the colonial period. Prerequisites: Span 307D and Span 308D and at least two 300-level courses taught in Spanish. Conducted in Spanish.

Credit 3 units. A&S: TH

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### **L38 Span 421. Argentinean Literature**

Credit 3 units. A&S: TH

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### **L38 Span 4211. Spanish-American Literature of the Colonial Period**

A selective survey of the literature of the three centuries between the first encounters of the European and American Indian cultures and independence from Spain. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH, CD FA: Lit

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### **L38 Span 423. Trotaconventos, Celestina & Co.: Go-Betweens, Love, Witchcraft and Other Related Subjects**

In this course we study how the literary figure known as the “go-between” evolved in Spanish literature, from its origins in Roman literature, the Cantigas and the Exempla, to its culmination in the Libro de Buen Amor and the Tragicomedia de Calisto y Melibea, also called Celestina. We also read a selection of texts that were influenced by Celestina and examine how their authors recreated Celestina's characters and theme. Our analysis of the go-between leads us to a series of reflections about various related subjects, including the literary representation of love, the uses of language and magic as instruments of manipulation and power, and the ethical problems associated with such uses. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. Preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH

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### **L38 Span 424. Latin-American Literature and Theory: Reading the State, Culture and Desire**

In this course, we pair literary and theoretical texts in order to hone a way of reading in which theory and literature are mutually informative, provocative, and inspiring. The idea of these loose groupings is not to prescribe a particular relationship between given literary and theoretical texts but rather is a way to begin negotiating the necessarily multiple relationships of theory and literature. These pairings come to seem more artificial over the course of the semester as we trace a network of relations that begins to look more and more like the Borgesian map that covered up the entire territory it described. The object of the course is, thus, not to define or prioritize a particular set of relations but rather to practice a way of reading literature theoretically and theory literarily, by which the strengths of both are allowed to come to the forefront in their complexity. Thematically, the course

has several nuclei: the triangulation of State, culture and art (Piglia/Foucault, Burman/Agamben); a psychoanalytic approach to art as desire (Lispector/Lacan/Cixous); and finally, a third nucleus about which the first two commingle completely: “post-State,” proliferating desire, libidinal economies wherein the State is anachronism and failure (Arlt/Deleuze; Sorin/Virilio/Sitrin, Sassen; Bolaño/Zizek). Readings may include: Piglia, Foucault, Agamben, Arlt, Deleuze, Virilio, Sassen, Borges, Benjamin, Bolaño, Zizek, Lispector, Lacan, Cixous, as well as the films Garage Olimpo and Historias Mínimas. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH

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### **L38 Span 4241. Topics in American Literature: Religious Transformations in the Early Modern Americas**

Same as E Lit 424

Credit 3 units. A&S: TH FA: Lit

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### **L38 Span 425. Humanism, Magic and Rhetoric in 15th-Century Castilian Literature**

This course offers a panoramic view of 15th-century Castilian literature. We study a selection of texts produced both in the Castilian court and in some centers of higher learning, especially the University of Salamanca. The secondary readings help us to better understand the cultural context of the time and deepen our knowledge of four subjects that were highly present in the minds of 15th-century authors: Humanism, Rhetoric, Love and Magic. Because some of the texts selected for this course were written by (or have been attributed to) “converso” authors, we also examine the phenomenon of “converso” literature. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One hour preceptorial for undergraduates only. Conducted in Spanish.

Credit 3 units. A&S: TH, CD

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### **L38 Span 426. Latin-American Theater**

Survey of dramatic and theatrical currents from the late 19th century to the present. The course focuses on tracing the themes of nationalism, cultural identity, immigration, class displacement, and the effects of consumerism in representative plays from the Rio de la Plata, Chile, Colombia and Mexico. The course studies manifestations of the sainete, the grotesco criollo, theater of the absurd, as well as the popular independent theater movements of the 1960s and '70s. Theoretical works studied include those of Brecht, Piscator, Esslin. Authors studied: Dragún, Payró, Cossa, Wolff, Sánchez, Díaz, Carballido, Gambaro, Buenaventura. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH, SD FA: AH

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**L38 Span 4261. The Erotics of Violence in Latin America**

The course is based on a combined analysis of theories on violence, nation and urban spaces, and the study of literary texts pertaining to the Latin-American post-Boom. Some of the authors 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.

Credit 3 units. A&S: TH

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**L38 Span 4281. Creative Difference: Reclaiming Spanish-American “Traditional” Novel**

This class focuses on a selection of aesthetically and socially representative 19th- and early 20th-century Spanish-American novels. Integrating a wide range of sources (critical essays, paintings, film), we explore abolitionist issues in Sab (Cuba), the reinvention of Amerindian legacies in Aves Sin Nido (Peru), and the different facets of modernization and nation-building in Los de Abajo (Mexico), and La Voragine (Colombia). You 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 your potential as a reader and critic. Significant selections of pertinent criticism and theory are required of graduate students. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH, SD FA: Lit

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**L38 Span 4282. Voice into Print: The Art of Storytelling in Spanish-American Short Story**

The short story has been a central part of the extraordinary originality and vitality of Spanish-American writing and it enjoys great popularity among scholars and the general public alike. Integrating a wide range of 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 exemplify a variety of themes and forms: from the ordinary to the fantastic, from the realist to the imaginative. Special emphasis is placed on the questioning of such binary oppositions in the most recent writings, particularly from the Caribbean, promoting the syncretic or “transcultured” forms of expression. Students familiar with the works of Quiroga, Borges, Rulfo, Cortázar, Ferré and Valenzuela are delighted to discover many vibrant new voices, including Peri Rossi, Sommers and Moyano, or to explore the lesser-known terrain of minority writings. Significant selections of pertinent criticism and theory are required of graduate students.

Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH, CD FA: Lit

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**L38 Span 4291. The Politics and Poetics of Spanish-American New Novel**

When Spanish-American writers gained acclaim in the world literary scene in the so-called “Boom” of the 1960s, their spectacular success was often linked with the so-called magical realism that draws upon the oral and written tradition of both European and regional heritage (African, Amerindian) and shapes them to forge a uniquely Latin-American poetics. Through theoretically informed approach, this course offers an overview of the most acclaimed Spanish-American novels published between 1950 and 1970, with special attention given to the divergent cultural legacies and political uses of “magical realism.” Specific notions of New World/Old World, modernization/tradition, nation building/otherness are explored in novels such as: *Los Pasos Perdidos* by Carpentier (Cuba), *Pedro Paramo* 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 and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH, CD FA: Lit

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**L38 Span 430. Latin-American Essay**

Study of the principal movements and outstanding figures in the Spanish-American essay from the colonial period to the present. Sor Juana, Sarmiento, Alberdi, Martí, Rodo, Paz, Freire, Ortiz, Sabato, H.A. Murena. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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**L38 Span 4301. Print and Power in 19th-Century Latin America**

Open to advanced undergraduate and graduate students, this seminar covers one of the most fascinating periods in Latin-America history and cultural production, spanning from the eve of the wars for independence to eve of the Mexican Revolution (1800–1910). Several reasons make this period and the connections between print media or print culture and power worthwhile. This long century was the most war-torn in the region’s history. Not only did writers engage issues of war on what was almost a daily basis, but war generated a wealth of new modes of literature. Debates on the slave trade and abolition also occurred during the 1800s, and largely in writing. And while places such as Lima, Peru and Mexico City were established printing centers during the Iberian occupation of the Americas, true printing revolutions

were not widespread until during and after the wars for independence. One of the results to emerge during the first third of the century was that writing and print media gave legitimacy to incipient republican states, wedding print to power in new ways. And by the end of the century, educators and state bureaucrats teamed up to push for public primary education and literacy as components of progressive, “civilized” nations. Add to this the visual technologies and an overall surge in new forms of symbolic communication through print, and it is easy to see why this period offers such a rich backdrop for observing how print and power fit into the landscape we now know as Latin America. We pay special attention to themes including writing as a legitimizing force, writing and nation building, and the intersection of print with war, race, identity formation, modernity and ideologies. Readings include archival materials, wartime and popular poetry, novels by authors such as Jorge Isaacs and Ignacio Altamirano, writings by Simon Bolivar and Domingo Sarmiento, and modernista poetry and prose. Historical and theoretical selections guide our analysis of primary sources. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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#### **L38 Span 431. Latin-American Poetry I**

Survey of the major figures of Latin-American poetry from the colonial period to modernism. Poets studied include Sor Juana, Caviedes, Avellaneda, Marti, Dario, Silva, Najera. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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#### **L38 Span 432. Latin-American Poetry II**

Survey of contemporary Latin-American poetry, “postmodernismo” to the present. Poets studied include González Martinez, Vallejo, Neruda, Huidobro, Paz, Parra, Orozco, Pizarnik, Cardenal, Belli. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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#### **L38 Span 433. Spanish-American New Novel**

This course offers a critical overview of the most acclaimed Spanish-American novels published between 1950 and 1970. The following texts are read critically with special attention given to the problematics of canonicity and formal experimentation: *Los Pasos Perdidos* by Carpentier, *Pedro Paramo* by Rulfo, *La Ciudad y Los Perros* by Vargas Llosa, *Los Recuerdos el Porvenir* by Garro, *La Traicion de Rita Hayworth* by Puig, and *Cien Anos de Soledad* by García Márquez. Significant selections of pertinent criticism and theory are required of graduate students. Prerequisites: Span

307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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#### **L38 Span 434. The 19th-Century Spanish Novel**

Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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#### **L38 Span 435. Mediterrean 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 and Span 308D and at least two 300-level courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units.

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#### **L38 Span 436. Spanish-American Fiction:1970 to the Present**

Study of Spanish-American narrative from the early 1970s to the present includes both novels by writers established before the 1970s (Vargas Llosa, García Márquez, Fuentes) and writers associated with the newest novelistic trends (Eltit, Fuguet, Martínez, Paz, Valenzuela). Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH

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**L38 Span 4361. Latin-American Prose Fiction: 1975 to Present**

Study of Latin-American narrative from the late 1970s to the present includes both recent novels of writers established before the 1970s (Vargas Llosa, García Márquez, Fuentes) and younger writers associated with the post-“Boom” phenomenon. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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**L38 Span 442. Literature and Revolution**

Credit 3 units. A&S: TH

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**L38 Span 4471. Spanish-American Women Writers I**

A study of women’s writing from the turn of the century to 1970. Readings include novels, short stories, poetry, essays and autobiographical texts. Prerequisites: Span 307D and Span 308D and at least two 300-level literature course taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH, SD FA: Lit

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**L38 Span 4472. Spanish-American Women Writers II**

A study of contemporary women’s writing from 1970 to the present within a feminist theoretical framework. Topics include the construction of gender, female subjectivity, love and power, women and politics, literary strategies, etc. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH, SD FA: Lit

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**L38 Span 450. Special Topics in Spanish Literature and Culture**

Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish. May be repeated for credit.

Credit 3 units. A&S: TH FA: Lit

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**L38 Span 4502. Latin-American Narrative in Film**

Analysis and discussion of a select group of films, focusing on their literary origins or their peculiar elaboration of critical conflicts in contemporary Latin-American society. Films by Littin, Puenzo, Lombardi, Skarmeta, Solanas, Gutiérrez Alea, Lilienthal and others. Novels by Vargas Llosa, Carpentier, Amado, Puig, Skarmeta and Soriano. Course conducted in English. Does not fulfill 400-level literature requirement.

Credit 3 units. A&S: TH FA: AH

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**L38 Span 4503. Latin-American Film: Argentine Cinema**

This course examines the development of cinema in Argentina, from the earliest attempts to codify a particularly Argentine perspective in Tango musicals to the present day. We explore the relationships between both film and nation building and film and revolution. We also study the role of cinema in national memory, using the cinema of the post-dictatorship as a case study. We read widely in film, cultural and political theory to enrich our study of the various films under consideration. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. Conducted in Spanish.

Credit 3 units. A&S: TH BU: IS FA: AH

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**L38 Span 451. Medieval Spanish Literature**

Study of the development of the principal literary traditions of medieval Spain, emphasizing major genres, themes and styles. Consideration of various critical approaches and responses to medieval texts. Lectures, papers and class reports. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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**L38 Span 453. Survey of 18th-Century Latin-American Narrative**

Exploring new ways of thinking; scientific observation and traveling; historiography; and the organization of knowledge. Analysis and discussion of a variety of 18th-century Latin-American narratives such as conventual writing by women, memoirs, travel, scientific writing and newspaper articles, to understand how that century’s attempts to compile, question, seek, build and reform came about. The narratives are regarded in their historical context and in a dialogue with some of the most recent literary studies about 18th-century Latin America. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates.

Credit 3 units. A&S: TH FA: Lit

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**L38 Span 4533. Narratives of Fear: Violence in Latin-American Literature**

This course analyzes different representations of violence in Latin-American literature. Based on a critical analysis of 19th- and early 20th-century texts, we study how the recognition and legitimization of violence occurs in the context of hierarchical relationships in the society. Also we study how the literary images of bandits, pirates, thieves and assassins become the counter-discourse of the views of progress sustained by the hegemonic powers. The role of power and ideology is discussed in texts that define different levels of violence as a cultural manifestation.

Credit 3 units. A&S: TH

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**L38 Span 455. History of the Language**

A study of the evolution of Spanish and its dialects from Latin to contemporary usage. Knowledge of Latin helpful but not required.

Prerequisites: Span 307D, 308D.

Credit 3 units. A&S: LA

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**L38 Span 456. Romance Philology**

Same as French 456

Credit 3 units. A&S: LA

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**L38 Span 4570. Gender and Modernity in Latin America**

Same as IAS 457

Credit 3 units. A&S: TH

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**L38 Span 4571. Exemplarity, the Writing of History and the Beginnings of Chivalry in Medieval Spain**

This course is devoted to the study of exemplarity, historical discourse and chivalric fiction in medieval Iberia. It begins with an introductory selection of 13th-century texts that prepares the 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: TH

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**L38 Span 458. Gender, Politics and Writing in Women's Fiction of the Post-Franco Era**

This course focuses on the narrative fiction of Spanish women of the post-Franco era: those who began to publish shortly after Franco's death and continue to write into the new century (Esther Tusquets, Cristina Fernández Cubas, Rosa Montero, Carmen Riera and Adelaida García Morales), as well as the more recent crop of writers who emerged on the literary scene in the past decade (Nuria Amat, Lucía Etxebarria and Espido Freire). We consider the works of these women within their cultural, historical and political contexts, addressing issues such as the representation of gender and sexuality; the cultural impact of feminism, nationalism and globalization; and the influence of the publishing industry and the market on literary production. Whenever available, film adaptations of these literary works are used in conjunction with the readings. Prerequisites: Span 307D and Span 308D and at least two 300-level courses taught in Spanish. One hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH

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**L38 Span 459. 16th- and 17th-Century Drama**

Study of early modern Spain's highly influential and innovative comedias, from Lope de Vega's creation of new popular forms for public corrales to the spectacles of court theater for elite audiences in the generation that followed. Includes study of selected plays,

as both texts and performances. Prerequisites: Span 307D and Span 308D and at least two 300-level courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH BU: HUM FA: Lit

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**L38 Span 461. Cervantes: "Don Quixote"**

Study of the famous work that launched the novel, giving voice to surprisingly different forms of experience and identity as it narrates the life of a crazed reader who attempts to rewrite his own history by becoming a knight errant. Includes Parts 1 and 2 of Cervantes's *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 and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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**L38 Span 4611. The Golden Age Novelas**

A detailed study of the novela, or novella, genre in 17th-century Spain, including selected novelas ejemplares by Cervantes and selected novelas amorosas and desenganos 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 and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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**L38 Span 462. 16th- and 17th-Century Prose**

Reading of works that are groundbreaking in the formal development of Golden Age Spanish literature and in the representation of ideas concerning national and individual identity during the imperial period. To include *Dialogo de la Lengua*, *Lazarillo de Tormes*, *Diana*, and selected works by Guevara, Cervantes, Quevedo, and Zayas. Seminar discussions and research paper. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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**L38 Span 463. 16th- and 17th-Century Poetry**

Classical Spanish poetry during the Renaissance and the baroque periods. Poets range from the Marques de Santillana and Garcilaso de la Vega to Luis de Gongora, San Juan de la Cruz and Francisco de Quevedo. Movements and trends explored include the tradition of courtly love, culteranismo, Spanish mysticism and conceptismo. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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**L38 Span 464. Self-Representation and Picaresque Fiction in Early Modern Spain**

This course investigates self-representation through the figure of the picaresque and fictional autobiography in the representative works of the Spanish picaresque genre ( *Lazarillo* , *Guzman de Alfarache* , and *El Buscon* ). We also examine the figure of the Picara in novels with female protagonists such as *La Lozana Andaluza* and *La Picara Justina* (as well as a short story by María de Zayas) and consider the relation of the picara to women's roles in Spanish fiction and culture. This course considers aspects of gender, ethnicity, class, and desire in the sociohistorical context of picaresque fiction as well as narratological approaches to these texts. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH

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**L38 Span 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 and Span 308D and at least two 300-level literature courses taught in Spanish. Does not fulfill the 400-level literature requirement for the Spanish major but is applicable to other credit required for the major. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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**L38 Span 466. Second-Language Acquisition**

Same as Ling 466

Credit 3 units. A&S: LA

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**L38 Span 467. Grammar and Vocabulary Acquisition**

This course examines theoretical and instructional implications of research on grammar and vocabulary acquisition. Topics include making form-meaning connections during language learning; developmental stages; the role of input and input processing; explicit and implicit methods of grammar instruction; pertinent factors in vocabulary acquisition, such 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: LA BU: BA

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**L38 Span 468. "Don Quixote"**

A close reading of the English translation of Cervantes' masterpiece, with special attention given to the European literary context. Conducted in English.

Credit 3 units. A&S: TH FA: Lit

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**L38 Span 469. Reading and Writing in a Second Language**

This course, taught in English, extends issues in second-language literacy beyond pedagogy by examining the wide range of theoretical and research issues, both historical and current. Literacy acquisition among second-language learners involves a number of variables including both cognitive and social factors. Topics discussed in class include literacy and social power, universal cognitive operations, individual learner differences, text types and literary forms, and the extent to which reading and writing are inter-related. Students discuss how to bridge research and practice, and they create reading and writing activities driven by theory and empirical investigations. This course is a required course for the undergraduate minor in Applied Linguistics and an elective for the Graduate Certificate in Language Instruction.

Credit 3 units. A&S: TH

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**L38 Span 471. Borges**

Comprehensive study of Borges' major works. Analysis of basic themes, philosophical implications, and structural elements present in Borges' poetry, essays and short stories. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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**L38 Span 472. 19th-Century Novel**

This course carries out a critical re-examination of the concept of "realism" through a close analysis of representative narrative works of 19th-century Spain. Texts covered include canonical novels by Galdós, Clarín, Pardo Bazán and Valera, as well as selections of noncanonical popular novels by women. These works are examined through the lens of both 19th-century literary and cultural discourses (including articles and essays by the novelists themselves), and of 20th-century literary and cultural theories. Issues to be explored include: the critical reappraisal of "realism"; intersections between fictional and historical discourse; the problems of historiography; language and the self-reflexive text; representations of gender, sexuality and ethnicity; literature and national identity. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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**L38 Span 473. Romanticism**

The origins of romanticism as a movement explored before reading and analyzing key works by the main Spanish romantic writers: Cadalso, El Duque de Rivas, Espronceda, Larra, Mesonero Romanos, Becquer, Campoamor and Zorrilla. Prereq-



quisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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#### **L38 Span 475. The Other in Contemporary Spanish Fiction**

An examination of the various manifestations of "the other" in works of Delibes, Perez Reverte, Matute, Goytisolo, Riera, Atxaga. Aspects studied include history, culture, religion, language and gender. Ancillary readings treat theoretical as well as critical issues. Two or three short papers (two to three pages), and a longer paper with specific installments and revisions due during the semester (undergraduates, 15 pages; graduates, 20 pages.) Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH

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#### **L38 Span 479. Generation of 1898: Theater and Poetry**

Analysis of works by Azorin, Unamuno, Baroja, Maeztu and Valle-Inclan. Various approaches to each work encouraged, and the theory of "generations" questioned. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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#### **L38 Span 480. The Generation of '98**

An analysis of the Spanish-American War, the warring parties, and particularly of the literature it created in Spain by authors such as Unamuno, Machado, Valle-Inclán, Azorín and Baroja. The "desastre" led to introspective analyses of philosophy, education, and history. It attempted to rediscover the Hispanic ethos, to recreate its landscape poetically, and to become European without losing its Spanish roots. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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#### **L38 Span 481. Modern Drama**

Readings from 19th- and 20th-century playwrights such as Zorrilla, Benavente, Valle-Inclan, Lorca, Buero-Vallejo. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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#### **L38 Span 482. Topics in 19th-Century Spanish Cultural Studies**

Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH

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#### **L38 Span 486. 20th-Century Novel**

A study of the novel in 20th-century Spain, focusing on the contemporary period. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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#### **L38 Span 487. Discourses on Gender in 19th- and 20th-Century Spain**

This course focuses on discourses on gender, from the late 19th century to the present in the context of feminism in Spain. We explore the social, political and cultural role of Spanish women (writers) within their specific historical contexts, with a special attention to their struggle to construct a new female subjectivity through their writings. To this end, their narrative fiction (novels, short stories) are read in conjunction with nonfiction writings (essays, journalism, etc.). Authors studied include 19th-century proto-feminists such as Emilia Pardo Bazán and Concepción Arenal; early 20th-century writers such as Carmen de Burgos, Margarita Nelken, and other female activists of the Republican period; and women writers of the post-War and post-Franco eras. Prerequisites: Span 307D and Span 308D and at least two 300-level courses taught in Spanish. One-hour preceptorial for undergraduate students; in Spanish.

Credit 3 units. A&S: TH, SD

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#### **L38 Span 488. Narrating Mexico City**

The city has been one of the central topics of modern Mexican literature. Ever since the emergence of the modern capital at the end of the 19th century, urban culture became one of the central concerns of Mexican and Latin-American intellectuals across the continent. With the emergence of the megalopolis and the new centrality of questions of violence, postmodernity and urban experience, Mexican literature and film have contributed, in the past 20 years, new ways to approach, discuss and narrate the city. This class seeks to tackle different meanings of Mexico City in the cultural discourse of Mexico, by exploring novels (Carlos Fuentes, José Emilio Pacheco, Juan Villoro), poems (Manuel Mapes Arce, Vicente Quirarte, Fabio Morábito), urban chronicles (Carlos Monsiváis, Elena Poniatowska, José Joaquín Blanco) and films (Amores Perros, Todo El Poder, Vivir Mata). Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: TH

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**L38 Span 489. Cities of the Past Future: Literary Institutions & Peripheral Modernity in the Latin-Am. Avant-Garde**

This class proposes a study of the Latin-American avant garde as a phenomenon of “peripheral modernity” and as a critique of the “institution literature” developed by 19th century and modernista liberalisms. This reading, rather than merely proposing a one-by-one reading of canonic texts, seeks to engage the avant-garde as a global cultural phenomenon with impact in literature, art, society and ideology. To achieve this, the class focuses on four regional contexts of the avant garde. First, we visit post-Revolutionary Mexico, to understand the way in which the avant-garde redefined notions of literature in Latin America by carefully analyzing the stakes of groups such as the estridentistas or the contemporaneos. Second, we analyze the reinvention of Buenos Aires as a literary city in the 1920s and 1930s to understand the impact of “peripheral modernity” in the constitution of the avant-garde as a specifically Latin-American phenomenon. Third, we discuss the impact of the semana de arte moderno of Sao Paulo, to understand how the idea of “antropofagia” created an articulation of the avant-garde with debates of cultural identity and transculturation. Finally, we go to the Andes to understand how avant-garde phenomena dealt with the questions of “divergent modernities.” Authors discussed include Arqueles Vela, Manuel Maples Arce, Jorge Cuesta, Xavier Villaurrutia, Jorge Luis Borges, Oliverio Girondo, Roberto Arlt, Mario de Andrade, Oswald de Andrade, Manuel Bandeira, César Vallejo, Pablo Palacio, César Moro and José Carlos Mariátegui. Scholarship includes Peter Bürger, Matei Calinescu, Renato Poggioli, Rubén Gallo, Pedro Angel Palou, Beatriz Sarlo, Fernando Rosenberg, Haroldo de Campos, William Rowe and Roland Forgues. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH

**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 Puertolas 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 Etxebarria, Belen Gopegui). We consider not only the aesthetic innovations of these writers, but also their preoccupation with the following sociopolitical and cultural issues: connections between gender, sexuality and writing; their response to feminist literary criticism and politics; and their relationship to the market and consumer society in the context of globalization. Prerequisites:

Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH, SD FA: Lit

**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 and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

**L38 Span 4921. The Avant-Garde in Spain: Poetry/Visual Art/ Cinema**

This course examines the development of the avant-garde in Spain during the two decades prior to the Spanish Civil War (1936–1939) from an interdisciplinary perspective, including poetry, the visual arts and cinema. We first study the development of the historical avant-garde through a study of four key avant-garde movements either developed by Spanish artists or taking place in Spain: Cubismo (Pablo Picasso, Juan Gris), Creacionismo (Vicente Huidobro, Gerardo Diego), Ultraismo (Gomez de la Serna, Cansinos-Assens, Pedro Salinas), and Surrealismo (Luis Bunuel, Salvador Dali, Rafael Alberti, Luis Cernuda, Federico Garcia Lorca and Joan Miro). 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 Tapies, Jose Angel Valente, Pere Gimferrer, Jose Miguel Ullan and Jose Luis Guerin. We also incorporate in our discussion theoretical writings by various critics including Ortega y Gasset, Peter Burger, C. Brian Morris and Roman Gubern. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates only; in Spanish.

Credit 3 units. A&S: LA

**L38 Span 494. 20th-Century Poetry**

Examination of 20th-century Spanish poetry from Machado and Juan Ramon Jimenez to the Generation of ’27 and younger poets. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

**L38 Span 495. Honors**

Students who meet the requirements work closely with a member of the faculty on an individual basis on a project of mutual interest. Emphasis on a tutorial on a regular basis. Prerequisite: permission of Director of Undergraduate Studies. Preregistration not permitted.

Credit variable, maximum 3 units. A&S: TH

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**L38 Span 4951. Honors**

Students who meet the requirements work closely with a member of the faculty on an individual basis on a project of mutual interest. Emphasis on a tutorial on a regular basis. Prerequisite: permission of Director of Undergraduate Studies. Preregistration not permitted. Pass/fail.

Credit 3 units. A&S: TH

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**L38 Span 498. Contemporary Spanish Novel**

A study of modern novels by established authors, such as Benet, Goytisolo and Martin Gaité, and new figures such as Landero, Millas and Puertolas. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Comp

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**L38 Span 499. Contemporary Spanish Novel II: 1965 to Present**

A study of modern novels by established authors, such as Benet, Goytisolo and Martin Gaité, and new figures such as Landero, Millas and Puertolas. Prerequisites: Span 307D and Span 308D and at least two 300-level literature courses taught in Spanish. One-hour preceptorial for undergraduates; in Spanish.

Credit 3 units. A&S: TH FA: Lit

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**Contact Person:** Helene Abrams  
**Phone:** 314/935-5173  
**Email:** hcabrams@wustl.edu  
**Departmental website:** <http://rll.wustl.edu>

## Arts & Sciences: Speech and Hearing

The Program in Audiology and Communication Sciences (PACS) at Washington University School of Medicine offers an undergraduate minor in Speech and Hearing Sciences to qualified students through the College of Arts & Sciences.

### Program Director

#### William W. Clark

Professor of Audiology and Communication Sciences, Professor of Otolaryngology, Professor of Education  
Ph.D., University of Michigan

### Director of Audiology Studies

#### L. Maureen Valente

Associate Professor of Audiology and Communication Sciences, Associate Professor of Otolaryngology  
Ph.D., Washington University in St. Louis

### Director of Deaf Education Studies

#### Heather Hayes

Assistant Professor of Audiology and Communication Sciences, Assistant Professor of Otolaryngology  
Ph.D., Washington University in St. Louis

### Assistant Professors

#### Brian T. Faddis

Assistant Professor of Audiology and Communication Sciences, Research Assistant Professor of Otolaryngology  
Ph.D., University of California–Davis

#### Rosalie M. Uchanski

Assistant Professor of Audiology and Communication Sciences, Research Assistant Professor of Otolaryngology  
Ph.D., Massachusetts Institute of Technology

There is no major in this area. The Program in Audiology and Communication Sciences at Washington University School of Medicine offers academic, clinical, and research programs in the fields of audiology, deaf education, and speech and hearing sciences research, leading to the following degrees: Doctor of Audiology (Au.D.), Master of Science in Deaf Education (M.S.D.E.), Doctor of Philosophy (Ph.D.)—Speech and Hearing Sciences.

## The Minor in Speech and Hearing

**Total units required:** 15

#### Required courses:

Educ 234. Introduction to Speech and Hearing Sciences

#### Elective courses:

At least four of the following, totaling at least 12 units:

PACS 401. Anatomy and Physiology of Speech and Hearing

PACS 421. Introduction to Electroacoustics

**or**

PACS 422. Basic Acoustic Measures

PACS 433. Acoustical Phonetics and Speech Perception

PACS 434. Normal Language Development

PACS 436. Introduction to Manual Communication

Educ 408. Education and Psychology of the Exceptional Child

Psych 433. Psychology of Language

Ling 170D. Introduction to Linguistics

Ling 312. Phonetics

### Additional Information

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 not listed may be allowed, with advance approval of the minor adviser, based on student's individual area(s) of interest.

Speech and Hearing Sciences course work is offered by the Program in Audiology and Communication Sciences at Washington University School of Medicine. Please visit the website at <http://pacs.wustl.edu> or contact via email at [pacs@wusm.wustl.edu](mailto:pacs@wusm.wustl.edu) or call 314/747-0104 with questions about courses and programs.

<b>Contact Person:</b>	William W. Clark
<b>Phone:</b>	314/747-0101
<b>Email:</b>	<a href="mailto:clarkw@wustl.edu">clarkw@wustl.edu</a>
<b>Departmental website:</b>	<a href="http://pacs.wustl.edu">http://pacs.wustl.edu</a>

## Arts & Sciences: Urban Studies

The interdisciplinary major in Urban Studies is ideal for students drawn to serious examination of the profound issues confronting urban/metropolitan America. Urban Studies seeks to prepare students, indeed our nation's future leaders, for the challenge of solving these issues. We seek to prepare students to research and investigate issues concerned with evolving patterns of metropolitanism and the necessity for central city reconstruction; problems associated with regentrification, urban sprawl, and affordable housing; crises confronting newly emerging immigrant communities and the social cleavages of urban marginalized communities; unemployment and underemployment; law and justice; HIV/AIDS, and issues of public health; the economic underdevelopment of poor communities; race and inequality; the paradox of declining welfare rolls amidst escalating poverty rates; underperforming urban schools; and the in-migration and out-migration of the city and its schools, among others. All available social indices suggest that such domestic issues in our central cities will only increase in significance in the years ahead. The fact that many of the aforementioned issues are deeply embedded in cities of the world makes Urban Studies not just focused on domestic cities, but global cities as well.

Urban Studies is a standalone major. The students presently in the program are jointly pursuing study in Urban Studies and in prelaw, premedicine, political science, educational studies, environmental studies, economics, international and area studies, philosophy–neuroscience–psychology, architecture, and comparative arts, among others. Our purpose is to prepare students to critically engage the social, political, and economic dilemmas facing our cities, both domestically and internationally, with intellectual rigor, integrity, sensitivity, and compassion. The program draws faculty and course work from the various academic units including, but not limited to, Arts & Sciences, the George Warren Brown School of Social Work, the School of Law, the College of Architecture and the Graduate School of Architecture & Urban Design, among others. To complement our course work, Urban Studies offers local internships in the St. Louis area or internships through the Capital Semester in Urban Studies in Washington, D.C.

### Founding Director

#### **Carol Camp Yeakey**

Professor (Education); Director, Center on Urban Research & Public Policy (CURPP)  
Ph.D., Northwestern University

### Executive Committee Members

#### **Adrienne D. Davis**

William M. Van Cleve Professor of Law  
J.D., Yale University  
(Law)

#### **Garrett Albert Duncan**

Ph.D., The Claremont Graduate School  
(Education)

#### **Gerald L. Early**

Merle Kling Professor of Modern Letters  
Ph.D., Cornell University  
(English)

#### **Edward F. Lawlor**

William E. Gordon Professor; Dean, George Warren Brown School of Social Work  
Ph.D., Brandeis University  
(Social Work)

#### **Bruce Lindsey**

E. Desmond Lee Professor for Community Collaboration, Sam Fox School of Design & Visual Arts; Dean, College of Architecture and Graduate School of Architecture & Urban Design  
M.A., Yale University  
(Architecture)

#### **Henry L. Roediger, III**

James S. McDonnell Distinguished University Professor  
Ph.D., Yale University  
(Psychology)

#### **Will R. Ross**

M.D., Washington University in St. Louis  
(Medicine)

#### **William F. Tate, IV**

Edward Mallinckrodt Distinguished University Professor in Arts & Sciences  
Ph.D., University of Maryland–College Park  
(Education)

#### **Murray L. Weidenbaum**

Edward Mallinckrodt Distinguished University Professor in Arts & Sciences  
Ph.D., Princeton University  
(Economics)

### Other Affiliated Faculty

### Professors

#### **John G. Baugh, Jr.**

Margaret Bush Wilson Professor in Arts & Sciences  
Ph.D., University of Pennsylvania  
(Linguistics)

**John R. Bowen**

Dunbar–Van Cleve Professor in Arts & Sciences  
Ph.D., University of Chicago  
(Anthropology)

**Steven Fazzari**

Ph.D., Stanford University  
(Economics)

**Wayne D. Fields**

Lynne Cooper Harvey Distinguished Professor in English  
Ph.D., University of Chicago  
(English and American Culture Studies)

**James L. Gibson**

Sidney W. Souers Professor of Government  
Ph.D., University of Iowa  
(Political Science)

**Ira J. Kodner**

Solon & Bettie Gershman Professor of Surgery  
M.D., Washington University in St. Louis  
(Medicine)

**David Konig**

Ph.D., Harvard University  
(History & Law)

**Kimberly Jade Norwood**

J.D., University of Missouri  
(Law)

**William R. Lowry**

Ph.D., Stanford University  
(Political Science)

**Gary J. Miller**

Ph.D., University of Texas at Austin  
(Political Science)

**Timothy H. Parsons**

Ph.D., Johns Hopkins University  
(History)

**Itai Sened**

Ph.D., University of Rochester  
(Political Science)

**Karen L. Tokarz**

Charles Nagel Professor of Public Interest Law & Public Service  
J.D.; LL.M., Saint Louis University; University of California–Berkeley

(Law)

**James V. Wertsch**

Marshall S. Snow Professor in Arts & Sciences  
Ph.D., University of Chicago  
(Anthropology)

**Rafia Zafar**

Ph.D., Harvard University  
(English)

**Associate Professors**

**Lingchei Letty Chen**

Ph.D., Columbia University  
(Asian and Near Eastern Languages and Literatures)

**Mary Ann Dzuback**

Ph.D., Columbia University  
(Education)

**Margaret C. Garb**

Ph.D., Columbia University  
(History)

**Clarissa Hayward**

Ph.D., Yale University  
(Political Science)

**John Hoal**

Sam Fox School of Design & Visual Arts  
Ph.D., Washington University in St. Louis  
(Architecture)

**Gay Goldman Lorberbaum**

Sam Fox School of Design & Visual Arts  
M. Arch., Washington University in St. Louis  
(Architecture)

**Robert G. Hansman**

Sam Fox School of Design & Visual Arts  
B.F.A., University of Kansas  
(Architecture)

**Eric Mumford**

Sam Fox School of Design & Visual Arts  
Ph.D., Princeton University  
(Architecture)

**Shanti A. Parikh**

Ph.D., Yale University  
(Anthropology)



**Sunita A. Parikh**

Ph.D., University of Chicago  
(Political Science)

**Vetta L. Sanders Thompson**

Ph.D., Duke University  
(Social Work)

**Denise Ward-Brown**

Sam Fox School of Design & Visual Arts  
M.F.A., Howard University  
(Art)

## Assistant Professors

**Michelle M. Duguid**

Ph.D., Cornell University  
(Business)

**Rowhea Elmesky**

Ph.D., Florida State University  
(Education)

**Michael D. Minta**

Ph.D., University of Michigan  
(Political Science)

**Anne Newman**

Ph.D., Stanford University  
(Education)

**Derek Parkman Pardue**

Ph.D., University of Illinois  
(Anthropology)

**Nancy Y. Reynolds**

Ph.D., Stanford University  
(History)

**Paul T. Shattuck**

Ph.D., University of Wisconsin  
(Social Work)

**Anjanette A. Wells**

Ph.D., University of Southern California  
(Social Work)

## Adjunct Assistant Professor

**Sheri Notaro**

Ph.D., University of Michigan  
(Psychology & Public Health)

## 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:** Urban Studies 299; one introductory course in math or applied statistics (e.g., ASTAT 2200/3200 or equivalent course with pre-approval); one 400-level independent study or an internship located locally, nationally, or internationally; and a capstone seminar with required writing assignments or senior thesis.

**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 you declare a major in urban studies, you will be assigned a major adviser who will help you formulate your area concentration.

*Because of the nature of the major and requirements of the nonresidential components, majors are strongly encouraged to declare by their third semester in residency.*

## Additional Information

**Study Abroad:** The program offers the International Urban Scholars Study Abroad Program through Oxford University, the London School of Economics and Political Science, University of Cape Town in South Africa, and Fudan University in Shanghai, China.

**Senior Honors:** As an Urban Studies major, you are encouraged to work for Senior Honors, for which you may apply in your junior year. Acceptance into the program is based on your previous academic performance and a proposal to a core faculty member in Urban Studies who agrees to supervise your Honors research. You must complete Honors thesis research and an Honors thesis, which is evaluated by a three-member faculty committee.

There is currently no minor available in Urban Studies.

### L18 URST 101. Introduction to Urban Studies

This course provides a survey of the field of Urban Studies, utilizing the city of St. Louis as a field site. The major purpose of the course is to gradually reveal how a city operates internally, and how it operates externally with its sister cities, surrounding metropolitan areas and neighboring states, amidst competing and often contradictory interests. Utilizing historical analysis as a guide, the course briefly revisits the experiences of previous waves of ethnic groups to the St. Louis metropolitan area, as a lens for understanding the current social, political, and economic dilemmas that many urban dwellers in St. Louis now face. The course reveals to students the intricacies of social welfare issues and policies among high-density populations in St. Louis that are homogeneous and hetero-

geneous at the same time. Visits and discussions with various governmental and nongovernmental agencies about how such agencies function or dysfunction for various constituencies allow students to ask crucial questions regarding equality of opportunity in a democratic society. Students also encounter diverse communities and neighborhoods and the intended and unintended consequences of social welfare policies designed to ameliorate urban dilemmas such as poverty and inequality, homelessness, educational underachievement, gentrification, migration and immigration, development, health care, fiscal issues, the informal economy, and issues concerned with crime and social justice, among others. Readings are reinforced and challenged through visits, interactions, and observations with broad constituencies and institutions, ranging from city officials to community residents. As such, this course offers a survey discussion of the rich interdisciplinary field of Urban Studies for those who may be interested in pursuing a standalone major in the field of Urban Studies.

Credit 3 units. A&S: SS BU: BA

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#### **L18 URST 1060. Introduction to Political Theory**

Same as Pol Sci 106

Credit 3 units. A&S: SS BU: BA

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#### **L18 URST 163. Freedom, Citizenship and the Making of American Life**

Same as History 163

Credit 3 units. A&S: TH, CD, SD BU: HUM FA: SSP

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#### **L18 URST 2020. The Immigrant Experience**

Same as AMCS 202

Credit 3 units. A&S: SS, CD BU: ETH, HUM FA: SSP

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#### **L18 URST 2152. The Theory and Practice of Justice: The American Historical Experience**

Same as History 2152

Credit 3 units. A&S: TH, SD BU: BA, ETH, HUM FA: SSP

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#### **L18 URST 233. Biomedical Ethics**

Same as Phil 233F

Credit 3 units. A&S: TH BU: ETH FA: SSP

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#### **L18 URST 258. Law, Politics and Society**

Same as Pol Sci 258

Credit 3 units. A&S: SS

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#### **L18 URST 298. Practicum in Urban Studies**

Practicum with an Urban Studies-affiliated faculty. All proposals for practicum must be submitted for review and approved by the Urban Studies adviser. Enrollment by permission of the instructor. Credit variable, maximum 3 units.

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#### **L18 URST 299. The Study of Cities and Metropolitan America**

This course serves as the introductory course analyzing the forces shaping America's cities and surrounding metropolitan areas. It examines strategies for dealing with many of the profound social issues affecting urban/metropolitan America. Emanating from a historical perspective, it examines the ways in which industrialization and deindustrialization shaped Northern American cities and the consequences of deindustrialization on urban citizenry. It further surveys the demographic and spatial transformation of American cities, examining the consequences of urban transformation on federal, state, and local politics, on society and on her institutions. Similarly, the course focuses on the origin and societal changes and emerging goals of urban development, gentrification and evolving patterns of metropolitanism and the necessity for central city as well as neighborhood reconstruction. The dynamics of racial residential segregation; crime and punishment; issues of academic achievement and under-achievement; and the social cleavages of urban marginalized communities, family structure, urban homelessness, urban sprawl, and health care among others, are viewed from the perspective of social justice by exploring social, political, economic, racial, and ethnic factors that impact on access, equity, and care. Various theoretical perspectives and philosophies are introduced that have dominated the discourse on race and urban poverty. A field-based component complements the course work, and is designed to build interest, awareness, and skills in preparation for outreach to urban communities. Prerequisite: sophomore standing.

Credit 3 units. A&S: SS BU: BA

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#### **L18 URST 303. Independent Study in Urban Studies**

Independent study with an Urban Studies-affiliated faculty. All proposals for practicum must be submitted for review and approved by the Urban Studies adviser. Enrollment by permission of the instructor.

Credit variable, maximum 3 units.

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#### **L18 URST 304. Educational Psychology**

Same as Educ 304

Credit 3 units. A&S: SS BU: BA FA: SSP

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#### **L18 URST 3066. The American City in the 19th and 20th Centuries**

Same as History 3066

Credit 3 units. A&S: TH, SD BU: HUM FA: SSP

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#### **L18 URST 3070. Politics and Policymaking in the American States**

Same as Pol Sci 3070

Credit 3 units. A&S: SS BU: BA

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**L18 URST 308. Human Variation**

Same as Anthro 307A

Credit 3 units. A&amp;S: NS, SD, QA BU: SCI FA: NSM

**L18 URST 3091. Poverty and Social Reform in American History**

Same as History 3091

Credit 3 units. A&amp;S: TH, SD BU: BA FA: SSP

**L18 URST 310. History of Women's Health Care in America**

Same as WGSS 310

Credit 3 units. A&amp;S: SS, WI BU: BA FA: SSP

**L18 URST 315. Introduction to Social Psychology**

Same as Psych 315

Credit 3 units. A&amp;S: SS BU: BA FA: SSP

**L18 URST 316. Contemporary Women's Health**

Same as WGSS 316

Credit 3 units. A&amp;S: SS, SD BU: BA FA: SSP

**L18 URST 3211. Latin America: From Colonialism to Neocolonialism, 1492-1898**

Same as History 321C

Credit 3 units. A&amp;S: TH, CD BU: HUM, IS FA: SSP

**L18 URST 322C. African Civilization 1800 to Present**

Same as AFAS 322C

Credit 3 units. A&amp;S: TH, CD BU: IS FA: SSP

**L18 URST 3254. Vote for Pedro: A Critical Look at Youth and Popular Culture**

Same as Anthro 3254

Credit 3 units. A&amp;S: SS BU: BA FA: SSP

**L18 URST 3260. Race, Class and Gender: Cultural Readings of Brazil and Its Cities**

Same as IAS 3260

Credit 3 units. A&amp;S: SS, SD BU: IS

**L18 URST 3280. Political Intolerance in World Politics**

Same as Pol Sci 3280

Credit 3 units. A&amp;S: SS BU: IS

**L18 URST 3301. Topics in Chinese Literature and Culture: Chinese Cities in the Global Context**

Same as Chinese 330

Credit 3 units. A&amp;S: TH, CD BU: IS

**L18 URST 3326. Modern Third World**

Same as Anthro 3326

Credit 3 units. A&amp;S: SS

**L18 URST 343. Understanding the Evidence: Provocative Topics of Contemporary Women's Health and Reproduction**

Same as WGSS 343

Credit 3 units. A&amp;S: SS BU: ETH

**L18 URST 352. Health Economics**

Same as Econ 352

Credit 3 units. A&amp;S: SS FA: SSP

**L18 URST 3580. Identity: From Individual Crisis to Collective Politics**

Same as History 3580

Credit 3 units. A&amp;S: TH BU: BA

**L18 URST 361. Culture and Environment**

Same as Anthro 361

Credit 3 units. A&amp;S: SS BU: ETH FA: SSP

**L18 URST 3612. Population and Society**

Same as Anthro 3612

Credit 3 units. A&amp;S: SS BU: IS

**L18 URST 3632. The American Frontier: 1776-1848**

Same as History 3632

Credit 3 units. A&amp;S: TH, CD, SD BU: HUM FA: SSP

**L18 URST 372C. Law in American Life: 1776 to the Present**

Same as History 372C

Credit 3 units. A&amp;S: TH, SD BU: ETH, IS FA: SSP

**L18 URST 375. Topics in Urban Studies**

Prerequisites: URST 299 and junior standing.

Credit 3 units. A&amp;S: SS

**L18 URST 379. Meltdown: Archaeology and Climate Change**

Same as Anthro 379

Credit 3 units. A&amp;S: SS

**L18 URST 383. Reading the Scores: Understanding Brazilian Music through Social Categories**

Same as IAS 383

Credit 3 units. A&amp;S: SS, WI BU: IS

**L18 URST 3874. International Public Health**

Same as Anthro 3874

Credit 3 units. A&amp;S: SS

**L18 URST 3888. For Freedom's Sake: African-American History Since Emancipation**

Same as History 388C

Credit 3 units. A&S: TH, SD FA: SSP

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**L18 URST 394. Urban Development and the Global Economy**

Same as AMCS 394

Credit 3 units. A&S: SS

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**L18 URST 400. Urban Education in Multiracial Societies**

This course offers students an analysis of the historical development and contemporary contexts of urban education in English-speaking, multiracial societies. It examines legal decisions, relevant policy decisions, and salient economic determinants that inform urban systems of education in Western societies including, but not limited to, the United States, Canada, Great Britain and South Africa. The course draws on quantitative, qualitative, and comparative data as an empirical foundation to provide a basis for a cross-cultural understanding of the formalized and uniform system of public schooling characteristic of education in urban settings. Given the social and material exigencies that shape urban school systems in contemporary societies, special attention is given in this course to the roles of migration, immigration urbanization, criminal justice, industrialism, de-industrialism and globalization in shaping educational outcomes for diverse students in the afore-mentioned settings. Prerequisite: junior standing or permission of instructor.

Credit 3 units. A&S: SS, WI

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**L18 URST 403. Directed Study in Urban Studies**

Directed study with an Urban Studies-affiliated faculty. All proposals for practicum must be submitted for review and approved by the Urban Studies adviser. Enrollment by permission of the instructor.

Credit variable, maximum 3 units.

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**L18 URST 4033. Video Microanalysis: Methods and Tools**

Same as Educ 4033

Credit 3 units. A&S: SS, SD

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**L18 URST 404. Directed Readings in Urban Studies**

This course consists of readings in Urban Studies that deal with a range of contemporary issues, focusing on cities and the surrounding metropolitan regions. It can be taken only under the direction of the director of the Urban Studies program. Prerequisite: permission of instructor. The student must be a declared major in Urban Studies. See {program approval} form.

Credit 3 units.

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**L18 URST 4041. Islam and Politics**

Same as Anthro 4041

Credit 3 units. A&S: SS, CD BU: IS FA: SSP

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**L18 URST 4045. Modern Civil Conflicts and Conflict Solutions**

Same as Anthro 4045

Credit 3 units. A&S: SS

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**L18 URST 4101. Metropolitan Finance**

This course is an interdisciplinary examination of fiscal policies in metropolitan regions and the related public policies that can make them better or worse places for living and working. A particular focus is on the financial structures and arrangements — both public and private — that support or hinder quality of life in urban spaces. Core topics of study include the potential impact of decentralized governments on metropolitan economic development, determination of optimal arrangements for sharing fiscal responsibilities among levels of government, evaluation of local revenue and expenditure decisions, and assessment of prospects and options for intergovernmental fiscal reform. The course is consistent in its approach to policy. Drawing on literature in sociology, education, public finance, community development, political economy and other related fields, the course readings and experiences explore how fiscal policies can and do affect urban dwellers and their well-being. This is a departure from many public finance courses. Such an approach leads to very different questions: How do liquor zoning regulations influence minority and nonminority children in schools? Should whites be paid to move into minority neighborhoods or vice versa? This approach to the study of metropolitan finance puts an emphasis on topics such as child care, public transportation, minimum wage, housing codes, street behavior, homelessness, incarceration, alcohol, sports stadiums, illicit drugs, tax abatements, water service, garbage collection, schools, higher education, sprawl and technological change, with consideration given to political, institutional and cultural factors. Students are required to attend hearings, meetings, and other relevant functions associated with the development of public financial policy. Prerequisites: URST 299 and either junior standing or permission of the instructor.

Credit 3 units. A&S: SS

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**L18 URST 4134. The AIDS Epidemic: Inequalities, Ethnography and Ethics**

Same as Anthro 4134

Credit 3 units. A&S: SS, SD

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**L18 URST 416. Rediscovering the Child: Interdisciplinary Workshops in an Urban Elementary School**

Same as AMCS 416

Credit 3 units. A&S: SS

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**L18 URST 418. Studying the City: Approaches to Social Research**

In this course we explore social science/social scientific research methods. The course is designed primarily for students majoring in urban studies. However, the research skills that students acquire can be applied to any substantive topic in the social sciences. The main goal of this course is that students develop the skills

to independently design and execute high-quality social research, regardless of their substantive interests. To develop these skills we read about methods, assess published research from a methodological perspective, and complete original research projects.  
Credit 3 units. A&S: SS

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**L18 URST 4210. Tale of Two Cities: The Growth and Structure of Chicago and St. Louis**

Same as AMCS 4210  
Credit 3 units. A&S: TH BU: HUM

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**L18 URST 4261. Political Economy of Urban Education**

Same as Educ 4621  
Credit 3 units. A&S: SS, CD

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**L18 URST 4262. Racialization, Engendering and Articulation: Theories of Identity Formation**

Same as Anthro 4262  
Credit 3 units. A&S: SS

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**L18 URST 4280. History of Urban Schooling in the United States**

Same as Educ 4280  
Credit 3 units. A&S: TH

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**L18 URST 4289. Neighborhoods, Schools and Social (In)equality**

Same as Educ 4289  
Credit 3 units. A&S: SS

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**L18 URST 4315. Culture, Language and the Education of Black Students**

Same as Educ 4315  
Credit 3 units. A&S: SS, CD FA: SSP

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**L18 URST 4411. In the Field: Ethnographic and Qualitative Methods**

Same as AMCS 441  
Credit 3 units. A&S: SS

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**L18 URST 4511. Race, Ethnicity and Culture**

Same as AFAS 4511  
Credit 3 units. A&S: SS, SD BU: BA

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**L18 URST 453. Sociology of Education**

Same as Educ 453B  
Credit 3 units. A&S: SS, SD BU: BA, ETH, HUM, IS FA: SSP

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**L18 URST 455. Topics in Urban Studies**

Prerequisites: URST 299 and senior standing.  
Credit 3 units. A&S: SS

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**L18 URST 4608. The Education of Black Children and Youth in the United States**

Same as Educ 4608  
Credit 3 units. A&S: TH, SD, WI FA: SSP

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**L18 URST 461B. Construction and Experience of Black Adolescence**

Same as AFAS 461B  
Credit 3 units. A&S: SS BU: BA FA: SSP

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**L18 URST 462. Politics of Education**

Same as Educ 462  
Credit 3 units. A&S: SS FA: SSP

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**L18 URST 4631. Seminar on Urban Cultures in Latin America**

Same as IAS 463  
Credit 3 units. A&S: TH

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**L18 URST 4689. American Intellectual History to 1865**

Same as History 4689  
Credit 3 units. A&S: TH

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**L18 URST 482. Senior Thesis in Urban Studies**

This course is required for students to complete the degree requirements in Urban Studies. Students discuss research methods and make regular research reports both to the instructor and for other students.  
Credit 3 units.

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**L18 URST 4834. Health, Healing and Ethics: Comparative Perspectives on Sickness and Society**

Same as Anthro 4834  
Credit 3 units. A&S: SS

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**L18 URST 4872. Colonial Cities and the Making of Modernity**

Same as History 4872  
Credit 3 units. A&S: TH, CD FA: SSP

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**L18 URST 4882. Anthropology and Public Health**

Same as Anthro 4882  
Credit 3 units. A&S: SS FA: SSP

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**L18 URST 4883. The Political Economy of Health**

Same as Anthro 4883  
Credit 3 units. A&S: SS FA: SSP

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**L18 URST 4891. Education and Public Policy in the United States**

Same as Educ 489  
Credit 3 units. A&S: SS FA: SSP

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**L18 URST 498. Senior Capstone: Seminar in Urban Studies**

Credit 3 units. A&S: SS

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**L18 URST 4981. Advanced Seminar: Historical Perspectives on Human Rights and Globalization**

Same as History 4981

Credit 4 units. A&S: TH

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**L18 URST 499. Independent Work for Senior Honors**

Credit variable, maximum 3 units.

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**L18 URST 4991. Senior Honors Thesis in Urban Studies**

This course is required for students seeking college honors through Urban Studies. Students discuss research methods and make regular research reports, both to the instructor and for other students. Prerequisites: satisfactory standing as a candidate for senior honors (3.5 cumulative GPA) and permission of thesis director.

Credit 3 units. A&S: SS

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**Departmental website:** <http://artsci.wustl.edu/~urban/index.htm>



## Arts & Sciences: Women, Gender, and Sexuality Studies

Courses in the Women, Gender, and Sexuality Studies program examine how gender affects many aspects of the world in which we live, such as literature, art, history, political structures, social relations, and economic institutions. The curriculum provides opportunities to explore the specificity of women's and men's experiences, concerns, and perspectives and to see how these vary among different social groups and at different points in time. The Women, Gender, and Sexuality Studies program has three areas of focus around which courses are organized: literature/theory/history; sexuality/the body/health; and global and transnational feminist and gender studies. Students may choose to concentrate in one of these areas or to investigate all three.

The Women, Gender, and Sexuality Studies program offers both interdisciplinary courses based in the program and more disciplinary-based courses coming from departments and programs throughout the University. Examples of interdisciplinary courses located within the program include: Introduction to Women, Gender, and Sexuality Studies; Masculinities; Women's Healthcare in America; and Race, Sex, and Sexuality: Concepts of Identity.

Among the first in the nation (est. 1972), the Women, Gender, and Sexuality Studies program at Washington University has emphasized the importance of gender 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 extracurricular organizations available to undergraduates, including Students for Choice, Uncle Joe's Peer Counseling, One in Four, Student Forum on Sexuality, *X Magazine*, and SARAH.

Women, Gender, and Sexuality Studies encourages you to think critically and to participate actively in your education. Most classes are small, rely heavily on classroom discussion, and emphasize interaction between faculty and students. Courses in the Women, Gender, and Sexuality Studies program can be taken as electives, toward a primary or secondary major, or toward a minor. Graduate students can pursue a certificate in Women, Gender, and Sexuality Studies.

Women, Gender, and Sexuality Studies can help students prepare for a career that involves women's and men's concerns or issues of gender or sexuality. Many graduates who continue their schooling choose to focus on such issues in medical school, law school, public health programs, or social work. Some students envisage a career in college or university teaching, where they can apply a gender studies focus. Other students find jobs in social agen-

cies focused on women's or gender issues. Others currently are employed in such areas as health care, business, education, the arts, media, politics, and law.

### Director

**Mary Ann Dzuback**  
Ph.D., Columbia University  
(Education and History)

### Endowed Professors

**Jean Allman**  
J. H. Hexter Professor in the Humanities in Arts & Sciences  
Ph.D., Northwestern University  
(History)

**Susan Frelich Appleton**  
Lemma Barkeloo and Phoebe Couzins Professor of Law  
J.D., University of California–Berkeley  
(Law)

**Marion Crain**  
Wiley Rutledge Professor of Law  
J.D., 1983, University of California–Los Angeles  
(Law)

**Adrienne Davis**  
William M. VanCleve Professor of Law  
J.D., Yale University  
(Law)

**Linda J. Nicholson**  
Susan E. and William P. Stirtz Professor in Women's Studies and Professor of History  
Ph.D., Brandeis University

**Robert Pollak**  
Robert E. Hernreich Distinguished Professor of Economics  
Ph.D., Massachusetts Institute of Technology  
(Economics)

**Gaylyn Studlar**  
David May Distinguished University Professor in the Humanities  
Ph.D., University of Southern California  
(Film and Media Studies)

**Lynne Tatlock**  
Hortense and Tobias Lewin Distinguished Professor in the Humanities  
Ph.D., Indiana University  
(Germanic Languages and Literatures)

**Karen Tokarz**

Charles Nagel Professor of Public Interest and Public Service Law  
J.D.; LL.M., Saint Louis University; University of California–Berkeley  
(Law)

**Gerhild Scholz Williams**

Barbara Schaps Thomas and David M. Thomas Professor in the  
Humanities  
Ph.D., University of Washington  
(Germanic Languages and Literatures)

**Professors**

**Lois Beck**

Ph.D., University of Chicago  
(Anthropology)

**Nancy E. Berg**

Ph.D., University of Pennsylvania  
(Modern Hebrew Languages and Literatures)

**Rebecca Copeland**

Ph.D., Columbia University  
(Japanese Languages and Literatures)

**Beata Grant**

Ph.D., Stanford University  
(Chinese, Asian and Near Eastern Languages and Literatures)

**Gerald Izenberg**

Ph.D., Harvard University  
(History)

**Fatemah Keshavarz Karamustafa**

Ph.D., University of London  
(Persian Languages and Literatures)

**Angela Miller**

Ph.D., Yale University  
(Art History)

**Craig Monson**

Ph.D., University of California–Berkeley  
(Music)

**Vivian Pollak**

Ph.D., Brandeis University  
(English)

**Carolyn Sargent**

Ph.D., Michigan State University

(Anthropology)

**Colette H. Winn**

Ph.D., University of Missouri–Columbia  
(Romance Languages and Literatures)

**Associate Professors**

**Miriam Bailin**

Ph.D., University of California–Berkeley  
(English)

**Elizabeth Childs**

Ph.D., Columbia University  
(Art History)

**Andrea Friedman**

Ph.D., University of Wisconsin  
(History)

**Rebecca Lester**

Ph.D., University of California–San Diego  
(Anthropology)

**Erin McGlothlin**

Ph.D., University of Virginia  
(Germanic Languages and Literatures)

**Shanti Parikh**

Ph.D., Yale University  
(Anthropology and African and African American Studies)

**Rebecca Messbarger**

Ph.D., University of Chicago  
(Romance Languages and Literatures)

**Laura Rosenbury**

J.D., Harvard University  
(Law)

**Akiko Tsuchiya**

Ph.D., Cornell University  
(Romance Languages and Literatures)

**Sarah Westphal-Wihl**

Ph.D., Yale University  
(Germanic Languages and Literatures)

**Assistant Professors**

**Rebecca DeRoo**

Ph.D., University of Chicago  
(Art History)

**Tonya Edmond**

Ph.D., University of Texas at Austin  
(Social Work)

**Peter Hovmand**

Ph.D., Michigan State University  
(Social Work)

**Christine Johnson**

Ph.D., Johns Hopkins University  
(History)

**Stephanie Kirk**

Ph.D., New York University  
(Romance Languages and Literatures)

**Mona Lena Krook**

Ph.D., Columbia University  
(Political Science)

**Pauline Lee**

Ph.D., Stanford University  
(Asian and Near Eastern Languages and Literatures)

**Anca Parvulescu**

Ph.D., University of Minnesota  
(English)

**Nancy Reynolds**

Ph.D., Stanford University  
(History)

**Jessica Rosenfeld**

Ph.D., University of Pennsylvania  
(English)

**Corinna Treitel**

Ph.D., Harvard University  
(History)

## Lecturers

**Jami Ake**

Ph.D., Indiana University, Bloomington  
(Assistant Dean and Academic Coordinator)

**Barbara Baumgartner**

Ph.D., Northwestern University  
(Associate Director, Women, Gender, and Sexuality Studies)

**Joan Brockmann**

Ph.D., Saint Louis University

(English)

**Amy Cislo**

Ph.D., Washington University  
(Women, Gender, and Sexuality Studies)

**Beth Fisher**

Ph.D., University of Iowa  
(The Teaching Center, College of Arts & Sciences)

**Winifred Poster**

Ph.D., Stanford University  
(Women, Gender, and Sexuality Studies)

**Kim Schreck**

Ph.D., University Missouri–Columbia  
(Women, Gender, and Sexuality Studies)

**Susan Stiritz**

Ph.D., Washington University  
(Women, Gender, and Sexuality Studies)

## The Major in Women, Gender, and Sexuality Studies

**Total required units:** 27 units

**3 credits of an introductory-level class, either:**

WGSS 100. Introduction to Women and Gender Studies

**or**

WGSS 105. Introduction to Sexuality Studies

**3 credits of theory:**

The following courses may fulfill this requirement:

WGSS 335. Feminist Theory

WGSS 3031. Queer Theory

WGSS 475. Intellectual History of Feminisms

WGSS 420. Contemporary Feminisms

WGSS 419. Feminist Literary and Cultural Theory

Note: The 400-level theory classes also will satisfy the requirement for a 400-level class.

**3 credits of methods courses:**

The following courses may fulfill this requirement:

WGSS 392. Feminist Research Methods

WGSS 3942. Service Learning: Projects in Domestic Violence

WGSS adviser-approved service learning courses

**3 credits at the 400 level or an Honors Thesis:**

Any home-based or cross-listed WGSS class at the 400 level or a WGSS Honors thesis will satisfy this requirement.

**3 credits of cross-cultural or historical material:**

A course home-based or cross-listed in Women, Gender, and Sexuality Studies that examines gender in a historic or cross-cultural context. (Note: A class that satisfies one of the above four areas also may fulfill this requirement.)

Elective courses must be 300 level or higher.

## Additional Information

**Study Abroad:** We strongly encourage and support students who wish to study abroad and will accept up to 9 credits from approved programs. Please see Barbara Baumgartner, WGSS Study Abroad supervisor, about this option.

**Honors:** The honors program in Women, Gender, and Sexuality Studies is open to majors who have strong academic records. Students who have maintained a cumulative 3.5 grade point average through five semesters and have at least a 3.5 in the major may be considered for honors. Application to the program must be made by April 1 of junior year. (No late applications will be accepted.)

## The Minor in Women, Gender, and Sexuality Studies

**Units required:** 18 units, 12 of which are at or above the 300 level. All 18 units must be separate courses not double-counted toward a major.

**Required courses:**

Individual programs are designed in consultation with an adviser in light of the student's interests and abilities, major course of study, and plans for the future. All courses must be home-based or cross-listed in Women, Gender, and Sexuality Studies.

**L77 WGSS 100B. Introduction to Women and Gender Studies**

Interdisciplinary examination of major topics in women's lives, in gender, and in the development of feminist theories. For students without previous academic experience in WGSS. Five seats are reserved for seniors, juniors, sophomores and freshmen in each section.

Credit 3 units. A&S: TH, SD BU: BA, HUM FA: SSP

**L77 WGSS 102. Women in Science: An Introduction**

Throughout the centuries, women were interested and involved in the sciences. Their scientific contributions, however, have often been overlooked and their abilities questioned. The 2005 proposition by Harvard's President Larry Summers that women's innate differences explain why fewer women succeed in math and

science suggests that women continue to face assumptions about their scientific competence. In addition to examining the history of women's participation in science, this class explores the continuing cultural and economic barriers to women interested in science. Starting with a historical overview of women in science, we look at the contributions of women scientists. We review the numbers of women in various fields with good representation, such as biology, and those with few women, such as physics and computer science. Like the prestigious journal *Science*, we also explore whether women do science differently. This course is restricted to Women in Science Focus program participants.

Credit 1 unit. A&S: TH

**L77 WGSS 105. Introduction to Sexuality Studies**

An introduction to the history of the study of sexuality in the 19th, 20th and 21st centuries. An examination of the ways that human groups attach meaning to emotions, desires, and relationships reveals that human sexuality is the product of cultural history. Taking a social constructionist perspective, this course investigates how the deployment of sexuality socializes, organizes, and provides identities to individuals and groups. We also consider why the topic of sexuality provokes such volatile reactions in contemporary American culture, how the discussion of sex is discouraged, and what is at stake in developing skills, knowledge and attitudes to engage in public discussion of sex.

Credit 3 units. A&S: SS, SD BU: BA

**L77 WGSS 200. Women Writers of the Near and Far East**

Same as ANELL 200

Credit 3 units. A&S: TH, CD BU: BA, HUM, IS

**L77 WGSS 205. Introduction to LGBTQ Studies**

This course offers an introduction to the topics, questions, and approaches that characterize the rapidly growing field of lesbian/gay/bisexual/transsexual/queer studies. Using an interdisciplinary approach, we explore such topics as the relation between gender and sexual identity, the history of same-sex relations, homophobia and heterosexism, queer cultures, and LGBTQ politics, particularly in the United States. Our focus is on asking whether and how "LGBTQ" functions as a coherent category of analysis or identity, and we pay particular attention to differences (of race, age, gender, sexual practice, class, national origin, temperament, etc.) that are contained within, and often disrupt, that category. This course is not open to students who have taken WGSS 203 or 3031.

Credit 3 units. A&S: TH, SD BU: BA

**L77 WGSS 209. Sex, Cyborgs, and Society**

This course asks how contemporary relations between women and men are changing under the transformations of technology, science, and medicine. Sex is explored as an integral and complex element of gender. Does sex, as a biological construct, determine gender? Or is gender in fact fixed at all? Sexuality also is consid-

ered as a practice, in which intimate relations are being mediated by new technological developments on the internet. Society is addressed as a lens or framework for our discussion of gender. What is "social" about these dynamics? Cyborgs are the substantive focus of our discussion. We pay special attention to developments in technology, science, and medicine, and ask if it is improving or degrading gender relations.

Credit 3 units. A&S: SS, SD BU: BA

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**L77 WGSS 210. Freshman Seminar: Gender and Citizenship**

Who is a citizen, and what exactly does this term mean? This freshman seminar investigates how ideologies relating to gender have shaped the rights and duties attached to citizenship in the United States, and how women and men have drawn on those ideologies to make claims to citizenship. We focus on distinct movements in the past and present to identify models of citizenship that have been available to Americans. These movements include the creation of an ideology of "republican motherhood" in the early Republic; the Reconstruction-era debate over the enfranchisement of African-American men; the male culture of 19th-century political parties; the woman suffrage campaign; 20th-century debates over military service for women and for gay men and lesbians; welfare rights and welfare reform; and abortion conflicts since Roe vs. Wade. We take an interdisciplinary approach that encompasses scholarly writings and a wide variety of historical and contemporary documents.

Credit 3 units. A&S: TH, SD BU: BA FA: SSP

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**L77 WGSS 214C. Introduction to Women's Texts**

Discussion of canonical and nontraditional texts, most by women. Emphasis on how these texts represent gender, how literature contributes to identity formation, and how women have used the written word to change their social and imaginative conditions.

Credit 3 units. A&S: TH, SD BU: HUM FA: Lit

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**L77 WGSS 2250. Freshman Seminar: African-American Women's History: Sexuality, Violence and the Love of Hip-Hop**

Same as AFAS 2250

Credit 3 units. A&S: TH, SD BU: BA

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**L77 WGSS 240. Not Members of this Club: Women and Slaves in the Greco-Roman World**

Same as Classics 240

Credit 3 units. A&S: SS, CD, SD BU: BA FA: SSP

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**L77 WGSS 246A. Freshman Seminar: Latin-American Women in History and Culture: Icons and Idols**

Same as Span 246

Credit 3 units. A&S: TH, SD BU: IS

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**L77 WGSS 247. Freshman Seminar**

Same as Span 247

Credit 3 units. A&S: TH BU: ETH

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**L77 WGSS 253. Women's Fiction in Contemporary Spain**

Same as Span 245

Credit 3 units. A&S: TH BU: IS FA: Lit

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**L77 WGSS 299. Independent Study: Internships**

This course number is to be used for internships only.

Credit variable, maximum 3 units.

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**L77 WGSS 3010. Topics in Art History: Women and Medieval Art**

Same as Art-Arch 3010

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

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**L77 WGSS 3012. Gender and Politics**

Same as Pol Sci 3010

Credit 3 units. A&S: SS

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**L77 WGSS 303. Gender and Education**

Same as Educ 303

Credit 3 units. A&S: SS, SD BU: BA FA: SSP

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**L77 WGSS 3031. Queer Theory**

This course provides students with an interdisciplinary examination of the history, politics, and cultural expressions of gay and lesbian communities in American culture. It explores the ways lesbians, gay men, bisexual, and transgendered people construct, participate in, and resist various constructions of gender and sexuality. We question desire and social/cultural power, the nature and power of social change, etc. Particular attention is paid to examining the roots and effects of heterosexism and homophobia, the call for hate crime legislation, the ethics of "outing" and "passing," the impact of AIDS, partnership recognition, and domestic violence on GLBT communities. Throughout the course, students are encouraged to examine the intersections of gender, race, ethnicity, and social class with sexual orientation.

Credit 3 units. A&S: TH, SD BU: BA

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**L77 WGSS 3033. Global Masculinities**

An interdisciplinary survey of expressions of masculinity and male gender in global perspective with a strong emphasis on non-Western cultures. Themes and topics include the increasingly global culture and economy, terrorism, international relations, development policy, colonization/imperialism, and war/militarism, as well as specific cultural, social, and national expressions of masculinity across a wide geographical range.

Credit 3 units. A&S: SS, CD BU: BA



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**L77 WGSS 304. Sex, Gender and Popular Culture**

A critical survey of sex and gender in the production, reception, and content of contemporary popular culture. Possible topics include: television, film, advertising, popular fiction, music, comics, Internet, foodways, and fashion. Themes include: the representation and stylization of sexed and gendered bodies; popular models of sexual and gendered social relations; production of normative and alternative sex and gender identities through media consumption; sex and gender in systems of popular cultural production.

Credit 3 units. A&S: TH, SD BU: BA

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**L77 WGSS 3041. Making Sex and Gender: Understanding the History of the Body**

This course provides an overview of the history of the body from antiquity to modern times using an interdisciplinary approach. By exploring selections from medical texts, literature, fashion, art, accounts of "new world" exploration, legal records, self-help books, and contemporary media representations of human bodies, we consider the changing historical perception of the body. The intersection of gender, race, and class factor significantly in our discussions of how the body has been construed historically and how it is currently being constructed in contemporary American culture. This course also provides an introduction to feminist/gender methodologies that apply to understanding the history of the body. This course is not open to students who have taken WGSS 204. Prerequisite: Any 100- or 200-level WGSS course or permission of instructor.

Credit 3 units. A&S: TH, SD

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**L77 WGSS 306. Between Submission and Power: Women and Family in Islam**

As a result of recent political upheavals in the Middle East, the Muslim woman, her rights, and her role in the society have been the focus of much attention. Who dictates her dress regulation? Who defines her legal rights? Is she entitled to work? Can she be politically active outside her family? Can she be economically independent? What is her reaction to polygamy? An attempt to look at these and similar questions as addressed by traditional Islam and interpreted in major Muslim countries today.

Credit 3 units. A&S: SS, CD BU: ETH FA: SSP

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**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 examine the challenges presented to "masculinity" (and a variety of responses) by the late-20th century emergence 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: SS, SD BU: BA

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**L77 WGSS 3091. Lesbian, Gay, Bisexual Identity Development**

Same as Psych 3091

Credit 3 units. A&S: SS, SD BU: BA FA: SSP

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**L77 WGSS 310. History of 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 is on the 19th and 20th centuries. Through an examination of popular writing, scientific/medical writing, letters, diaries, and fiction, we look at the changing perceptions and conceptions of women's bodies and health in America.

Credit 3 units. A&S: SS, WI BU: BA FA: SSP

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**L77 WGSS 3101. An Intellectual History of Sex and Gender**

Same as Hum 310

Credit 3 units. A&S: TH, SD BU: BA

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**L77 WGSS 312. Globalization and Gender**

How is gender embedded in the contemporary global economy? In this course, we look at major institutions and circuits of globalization, for the purpose of uncovering masculine principles and privileges, and illuminating women's participation, agency, and resistance. This is slightly different than a traditional "comparative" approach to women's studies. Rather than contrasting women's positions in different societies, we look at the dynamic interrelations of nations with one another. These relations-especially hierarchical ones-are fundamental to and infused with gender, and have impacts upon gender.

Credit 3 units. A&S: SS, SD BU: IS

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**L77 WGSS 3151. Indian Barbie, Asian Tigers and IT Dreams: Politics of Globalization and Development in South Asia**

Same as IAS 315

Credit 3 units. A&S: SS, CD, SD BU: IS

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**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 are examined. The interface of gender, race, and class and their impact on an individual's access to and experience in the health care system are 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: SS, SD BU: BA FA: SSP

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#### **L77 WGSS 3172. Queer Histories**

Queer history is a profoundly political project. Scholars and activists use queer histories to assert theories of identity formation, build communities, and advance a vision of the meanings of sexuality in modern life and the place of queer people in national communities. This history of alternative sexual identities is narrated in a variety of settings—the Internet as well as the academy, art and film as well as the streets—and draws upon numerous disciplines, including anthropology, geography, sociology, oral history, fiction, and memoir, as well as history. This discussion-based course examines the sites and genres of queer history, with particular attention to moments of contestation and debate about its contours and meanings.

Credit 3 units. A&S: TH, SD

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#### **L77 WGSS 3191. Contemporary American Women Poets**

Same as E Lit 3191

Credit 3 units. A&S: TH BU: HUM FA: Lit

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#### **L77 WGSS 3201. Gender, Culture and Madness**

Same as Anthro 3201

Credit 3 units. A&S: SS, SD BU: BA, ETH

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#### **L77 WGSS 3205. Women in Music**

Same as Music 3025

Credit 3 units. A&S: TH, SD

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#### **L77 WGSS 3206. Global Gender Issues**

This course compares the life experiences of women and men in societies throughout the world. We discuss the evidence regarding the universal subordination of women, and examine explanations that propose to situate women's and men's personality attributes, roles, and responsibilities in the biological or cultural domains. In general, through readings, films and lectures, the class provides a cross-cultural perspective on ideas regarding gender and how gendered meanings, practices, performances serve as structuring principles in society. Prerequisite: Any 100- or 200-level WGSS course or permission from the instructor.

Credit 3 units. A&S: SS, CD

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#### **L77 WGSS 323. Topics in English and American Writers**

Same as E Lit 323

Credit 3 units. A&S: TH BU: HUM FA: Lit

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#### **L77 WGSS 327C. Gender and Literary History: Early Modern Women Writers**

Same as Comp Lit 327

Credit 3 units. A&S: TH

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#### **L77 WGSS 3282. Sexuality in Africa**

Same as AFAS 3282

Credit 3 units. A&S: SS, CD BU: BA FA: SSP

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#### **L77 WGSS 329. The Psychology of Women**

This course examines women's psychological and social experiences throughout the life span. Covered topics include current research and theoretical perspectives of gender identity, gender role development, cognitive, social, and biopsychological gender differences, gender communication, and cross-cultural perspectives in women's experiences. If registering for the class under Psychology, the student must have completed Psych 100B (Introduction to Psychology).

Credit 3 units. A&S: SS BU: BA

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#### **L77 WGSS 3312. Topics in Politics**

Credit 3 units.

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#### **L77 WGSS 3313. Gender and American Politics**

Same as Pol Sci 331B

Credit 3 units. A&S: SS, SD BU: BA, ETH FA: SSP

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#### **L77 WGSS 3323. Topics in Gender and Religion: Women and Islam**

Same as Anthro 3313

Credit 3 units. A&S: SS, CD BU: BA FA: SSP

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#### **L77 WGSS 335. Feminist Theory**

This course begins by examining the 19th and early 20th century historical context out of which contemporary feminist theory emerged. We then turn to the 1960s and the emergence of the "Second Wave" of Feminism. We focus on some of the major theories that developed during the 1960s, 1970s, and 1980s and the conflicts and internal problems these theories generated. We then examine some of the ways these problems were resolved in feminist theory of the 1990s. The last part of the course focuses on topics of concern to contemporary feminists—such as the family, sexuality and globalism—and the contributions feminist theory brings to these topics. Open to graduate students by enrolling in WGSS 500; contact the Women, Gender, and Sexuality Studies office for details.

Credit 3 units. A&S: TH, SD BU: BA FA: SSP

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#### **L77 WGSS 337. Women's Literature: Before Thelma and Louise: American Women's Adventure Stories**

American literature is filled with adventurers and adventure stories. Some of the most exciting tales were written by women. Their adventures include Mary Rowlandson's autobiography of her capture by and life with the Indians, E.D.E.N. Southworth's story of a 19th-century heroine who rescues imprisoned maidens and

fighters duels, and Octavia Butler's science fiction account of a 20th-century black woman who is transported back through time to an antebellum plantation. Until recently, American women authors and their stories were largely dismissed because they were perceived to focus on domestic concerns, which were seen as narrow and trivial. But the works of many women authors are far different from sentimental domestic fiction. In addition to looking closely at the historical and cultural conditions in which the narratives were written, we examine the ways in which these writers conform to and rebel against cultural prescriptions about femininity. Finally, we read some contemporary and current criticism about these works and American women's writing and discuss the politics of canon formation. Tentative Reading List: Mary Rowlandson, *The Captivity and Restoration of Mrs. Mary Rowlandson* (1682); *The Journal of Madam Knight* (1704); Catharine Maria Sedgwick, *Hope Leslie* (1827); E.D.E.N. Southworth, *The Hidden Hand* (1858); Zora Neale Hurston, *Their Eyes Were Watching God* (1937); Octavia Butler, *Kindred* (1979); Paule Marshall, *Praisesong for the Widow* (1983). Writing-intensive. Credit 3 units. A&S: TH, SD, WI BU: HUM FA: Lit

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**L77 WGSS 340. Israeli Women Writers**

Same as MHBR 340

Credit 3 units. A&S: TH, CD, SD, WI BU: HUM FA: Lit

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**L77 WGSS 3401. Performing Gender**

This course investigates an array of contemporary performances to explore manifestations of and challenges to gender norms in American culture. An initial reading of crucial performance theories by Judith Butler, Jill Dolan, and others help set the stage for our examination of a diverse collection of contemporary texts, including plays, solo performances, stand-up comedy, and pop culture phenomenon. We raise questions about feminist performance strategies, butch/femme performance, camp, cross-dressing, feminist spectatorship, multimedia performances, and the representation of lesbian desire. Prerequisite: any 100-level WGSS course.

Credit 3 units. A&S: LA, SD BU: BA

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**L77 WGSS 3413. Women in Early Modern Europe**

Same as History 3413

Credit 3 units. A&S: TH, SD BU: BA FA: SSP

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**L77 WGSS 343. Understanding the Evidence: Provocative Topics of Contemporary Women's Health and Reproduction**

Contemporary topics of women's health and reproduction are used as vehicles to introduce the student to the world of evidence-based data acquisition. Selected topics span and cross a multitude of contemporary boundaries. Issues evoke moral, ethical, religious, cultural, political, and medical foundations of thought. 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.

Credit 3 units. A&S: SS BU: ETH

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**L77 WGSS 345A. Sexual Politics in Film Noir and Hardboiled Literature**

Same as Film 345

Credit 3 units. A&S: TH

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**L77 WGSS 346. Female Gaze: Picturing Abuse in the Media**

This course offers an opportunity to examine the ways women's relationships and experiences are pictured in the media. The goal of this class is to help build alternative frames of reference to those currently common in the classic cinema repertoire, TV advertising, and the nightly news. The course combines formal lectures with screenings and discussions of current and classic media from around the world. We screen more than a dozen independent short films by women about women's issues introducing students to diverse constructions of masculinity, femininity, romance, and violence. We examine how shooting and editing techniques affect the meaning of the documentary and manipulate viewers' beliefs. Credit 3 units. A&S: TH BU: BA

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**L77 WGSS 3461. Hooking up: Healthy Exploration or Harmful Exploitation?**

Not since "free love" discourse in the 1960s and '70s has young adults' sexual culture come under such academic scrutiny. A plethora of studies attempt to frame and understand the significance and consequences of increasingly casual patterns of sexual behavior among America's teens and young adults. This course looks at the contemporary cultural phenomenon of hooking up, from feminist, social, and symbolic interactionist, and critical theoretical points of view. We consider the historical contexts, political implications, and personal consequences of hooking up. We read both literary and social science texts. Prerequisite: any 100- or 200- level WGSS course or permission of instructor.

Credit 3 units. A&S: SS BU: BA

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**L77 WGSS 347. Gender and Citizenship: Writing-Intensive Seminar**

In this writing-intensive course we examine how ideas about gender have shaped the ways Americans understand what it means to be a citizen. We focus on a variety of cases in the past and present to explore the means by which women and men have claimed the rights and responsibilities of citizenship. The types of questions that we ask include: What rights or duties devolve from the status of citizen? Who qualifies for citizenship and what qualifies them? What distinct models of citizenship have been available to Americans? How have individuals used notions of

gender identity to make claims to political subjectivity? And finally, how do gendered claims to citizenship intersect or conflict with claims based on race, class, ethnicity, or humanity? Prerequisite: previous coursework in Women, Gender, and Sexuality Studies or permission of the instructor. Not open to students who have taken WGSS 210

Credit 3 units. A&S: TH, WI BU: BA

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**L77 WGSS 348. Rethinking the 'Second Wave': The History of U.S. Feminisms, 1960-1990**

The U.S. women's movement has been called "the 20th century's most influential movement," but until recently, assessments of its origins, characteristics, and impact have been largely impressionistic and subjective, left to movement participants and popular culture. Building on a recent explosion of historical studies of American feminism, this course examines the history of the so-called "second wave" of the women's movement from its origins in the early 1960s to its alleged demise in the late 1980s. Topics covered include the origins of feminist activism; the traditional history of the women's movement and recent revisions; how race and class shaped the feminist movement; how feminist ideas and organizing transformed American society; feminism and individual experience; and responses to the women's movement. In this discussion-based course, we read scholarly analyses of the women's movement as well as memoirs, popular essays, and many primary documents from the period.

Credit 3 units. A&S: TH, SD BU: BA

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**L77 WGSS 3506. Women Writers of Early Modern Spain**

Same as Span 3506

Credit 3 units. A&S: TH

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**L77 WGSS 3551. Gender in Korean Film and Literature**

Same as Korean 355

Credit 3 units. A&S: TH, CD, SD

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**L77 WGSS 3560. Black Women Writers**

Same as AFAS 3651

Credit 3 units. A&S: TH, SD BU: HUM

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**L77 WGSS 3561. Women and the Law**

We explore the development of women's legal rights by examining the ways in which social constructions of gender, race, class and sexuality have shaped American legal concepts within the limited bounds of traditional legal reasoning. We begin by placing our current legal framework, and its gender, race and other societal assumptions, in an historical and Constitutional context. We then examine many of the critical questions raised by feminist theory, feminist legal thought and other critical perspectives. For example, is the legal subject gendered as male, and, if so, how effectively can women use the law to gain greater social equity? What paradoxes have emerged in areas, such as employment discrimina-

tion, family law or reproductive rights, as women have sought liberal equality? What is the equality/difference debate about and why is it important for feminists? The course is thematic, but we spend time on key cases that have influenced law and policy, examining how they affect the everyday lives of women.

Credit 3 units. A&S: SS, SD BU: BA

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**L77 WGSS 357B. Gender and Politics in Global Perspective**

Same as Pol Sci 357B

Credit 3 units. A&S: SS, SD BU: HUM FA: SSP

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**L77 WGSS 358. Scribbling Women: 19th-Century American Women Writers**

In 1855, Nathaniel Hawthorne wrote to his publisher, William Tichnor, that "America is now wholly given over to a damned mob of scribbling women, and I should have no chance of success while the public taste is occupied with their trash." In this class, we examine works of those scribbling women of the 19th century. We read one of the best-selling novels of the century, one that created a scandal and ruined the author's literary reputation, along with others that have garnered more attention in our time than their own. In addition to focusing on these women writers, we also explore questions about the canon of American literature: What makes literature "good"? What constitutes American literature? How does an author get in the canon and stay there? Finally, in this writing-intensive course, there are frequent writing assignments and a strong emphasis on the essential writing process of drafting and revising.

Credit 3 units. A&S: TH, WI BU: HUM FA: Lit

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**L77 WGSS 3584. From Freud to Postmodern and Feminist Psychoanalysis: A History of Psychoanalytic Ideas**

Same as History 3584

Credit 3 units. A&S: TH BU: BA

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**L77 WGSS 359C. Women in Modern European History**

Same as History 359

Credit 3 units. A&S: TH, SD BU: IS FA: SSP

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**L77 WGSS 360. Transgender Studies**

This course explores the recent emergence of transgender studies from feminist scholarship while at the same time questioning how feminist assumptions about sex and gender have necessitated a reevaluation of identity. We consider why intersexed births still elicit curiosity and fear, historical perspectives on intersex, the difference between intersex and transsexual, and how transgender theorists work with feminist categories of sex, gender, and embodiment. Once we have established a working understanding of transgender theory, we apply these theoretical perspectives to an analysis of recent fictional accounts of transgender and then consider how these popular media representations influence or

interact with our current legal definitions of sex and gender as they apply to transgender. Prerequisite: WGSS 100B or WGSS 105, or permission of the instructor.

Credit 3 units. A&S: TH, SD

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**L77 WGSS 3601. The Traffic in Women and Contemporary European Cinema**

Same as Hum 360

Credit 3 units. A&S: TH, CD, SD

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**L77 WGSS 3666. Women and Film**

Same as Film 366

Credit 3 units. A&S: TH, SD BU: HUM

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**L77 WGSS 3725. Topics in Renaissance Literature**

Same as E Lit 3725

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

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**L77 WGSS 373A. Issues in Theater and Performance Studies**

Same as Drama 373

Credit 3 units. A&S: LA, WI

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**L77 WGSS 3751. Topics in Women's History**

Same as History 3751

Credit 3 units. A&S: TH, SD FA: SSP

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**L77 WGSS 3752. Women in American History**

Same as History 3752

Credit 3 units. A&S: TH, SD BU: BA FA: SSP

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**L77 WGSS 3754. African-American Women's History**

An analysis of how African-American women have defined their roles in American life and within the black community: attaining literacy, the push for suffrage, anti-slavery and colonization efforts, class stratification and the Cult of Domesticity, the Civil War and reconstruction, migration and the impact of urbanization, religious attitudes, political activism and elective office, sexuality and the myth of the Black Matriarch. Prerequisites: at least one course in American history, women's history, or African-American history, and permission of the instructor.

Credit 3 units. A&S: TH, SD BU: BA

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**L77 WGSS 3776. Sexuality, Courtship and Marriage in U.S. History**

This course surveys the history of practices, identities, legal constructs, and social norms relating to sexuality, courtship, and marriage. Students particularly focus on locating the history of sexuality in its larger social, economic, and cultural contexts. Students also discuss the experience of individuals or social groups who deviated from the socially and legally constructed norms of the day in order to gain insight into how the sexual order has developed as a whole in this country.

Credit 3 units. A&S: TH, SD

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**L77 WGSS 3820. Writing Women of Imperial China**

Same as Chinese 382

Credit 3 units. A&S: TH, WI BU: HUM

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**L77 WGSS 38A8. Women, Men and Gender in Africa**

Same as History 38A8

Credit 3 units. A&S: TH, CD, WI BU: BA

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**L77 WGSS 391. Social Construction of Female Sexuality**

This course examines the relationship between female sexuality and its social, historical, and ideological contexts. Course materials provide feminist analyses of the changing social organization and cultural meaning of women's bodies, sexual desires, and sexual practices. Prerequisite: WGSS 100B, WGSS 105, or permission from the instructor. Preference to those who have taken WGSS 395, WGSS majors and minors, seniors, juniors.

Credit 3 units. A&S: SS BU: BA FA: SSP

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**L77 WGSS 392. Feminist Research Methods**

This course examines feminist epistemologies and research methods. We ask how gender theory and feminist politics shape the kinds of research questions we ask, the types of materials we use, and how we define our relationships with our subjects. We study how feminist scholars have challenged dominant theories of knowledge and the major methodologies employed in their disciplines. Students explore research methods from the social sciences and humanities (interviews, life histories, participation observation, textual analysis) and engage feminist critiques and evaluation of such methods. The course requires commitment to a research project to be completed in stages over the course of the semester. Prerequisite: at least one WGSS course at the 100 or 200 level.

Credit 3 units. A&S: SS BU: ETH FA: SSP

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**L77 WGSS 393. Violence Against Women: Current Issues and Responses**

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 (UCollege) WGSS 363.

Credit 3 units. A&S: SS, SD BU: BA FA: SSP

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**L77 WGSS 394. Communities of Women: Service-Learning Seminar**

This course explores the sometimes vexed relationship between the theory and the practice of women's studies. Students in the course, who must also enroll in the service companion course (WGSS 3941), participate in service work while taking the course. In class, we discuss and write about the history of women and voluntarism, the ethical challenges of service work, the ongoing affinity between community service and female citizenship, as well as how students' particular experiences challenge or confirm theoretical discussions in women's studies. Because this is a writing-intensive course, students are expected to submit and revise three medium-sized papers as well as to write other, unrevised writing assignments including directed journals and a writing assignment to be determined by each agency partner. The three essay assignments are each part of a larger paper submitted (with further revision) at the end of the course. Enrollment limited to Women, Gender and Sexuality Studies students with junior or senior standing or with permission of the instructor.

Credit 3 units. A&S: SS, WI

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**L77 WGSS 3941. Communities of Women: Service-Learning Seminar Internship Component**

This course is the service companion course for WGSS 394 Communities of Women: Service-Learning Seminar. Students must be enrolled in WGSS 394. For the internship component, students choose from a number of pre-approved service projects at local agencies whose mission it is to serve women from St. Louis. This course has variable credits. For 2 units of credit, students are expected to work at their partner agency for six to eight hours per week; for 3 units of credit, students are expected to work between eight and 10 hours per week. Students cannot receive credit for any paid work. Credit to be determined in each case.

A&S: SS

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**L77 WGSS 3942. Service-Learning: Projects in Domestic Violence**

In this course, we explore the links between the theories and practices of Women, Gender and Sexuality Studies through a combination of research and direct community engagement. Course readings focus on the ways that poverty and violence, along with race and gender expectations, shape the lives of women. A required community service project for this course asks students to examine the relationship between the course readings and the lives of actual women in St. Louis. Over the course of the semester, students design and execute programming for women at a local community agency. This is a writing-intensive course. Students must contact instructor for permission to enroll. CBTL course.

Credit 3 units. A&S: SS, SD, WI

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**L77 WGSS 3943. Violence Against Women: Service Learning Seminar**

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. Prerequisites: students are required to take WGSS 393 or have taken WGSS 393 to enroll in the seminar.

Credit 1 unit. A&S: SS

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**L77 WGSS 395. Contemporary Female Sexualities**

The course explores representations of and theories about contemporary women's sexual fantasies, attitudes, behaviors, relationships, and communities. Topics include sexual desire and gender; sexuality and the female life cycle; sexual behavior and gender; sexual variations linked with particular socioeconomic, ethnic, psychological, and physical variables; models of female sexual response; committed and uncommitted relationships; sex and marriage; fertility and its control; and teaching children about sex. We read both literary and theoretical texts with an eye to understanding what roles various sexualities play in personal lives, in relationships, and in communities. Prerequisites: WGSS 100B or WGSS 105, or permission from the instructor. Preference to those who have taken WGSS 391, WGSS majors, WGSS minors, seniors, juniors.

Credit 3 units. A&S: TH BU: BA

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**L77 WGSS 396. Women and Social Class**

This course examines the intersection of class and gender from the late 19th century to the present. It begins by asking how a focus on women challenges conventional notions of class. Some of the topics covered include women, race, and class; class and family formation; women, class, and globalization; class and feminist politics; women and work; class and domestic labor; women and unionization; and class and sexual identity. The emphasis is on women and class in the United States, but includes analysis of women and class in a broader, global context. This course examines these topics using nonfiction and fiction texts. Prerequisite: one 100- or 200-level WGSS course or permission of instructor.

Credit 3 units. A&S: TH, SD BU: BA

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**L77 WGSS 3988. Gender and Sexuality in 1950s America: Writing-Intensive Seminar**

Same as History 39F8



Credit 3 units. A&S: TH, SD, WI BU: BA

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**L77 WGSS 399. Undergraduate Work in Women's Studies**

Credit variable, maximum 3 units.

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**L77 WGSS 3991. Undergraduate Teaching Assistant**

In this course, an advanced undergraduate can assist a faculty member in the teaching of an introductory level WGSS course.

Credit variable, maximum 3 units.

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**L77 WGSS 4011. IPH Thesis Prospectus Workshop**

Same as Hum 401

Credit variable, maximum 3 units. A&S: TH

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**L77 WGSS 402. Transnational Reproductive Health Issues: Meanings, Technologies, Practices**

This course covers recent scholarship on gender and reproductive health, including such issues as reproduction and the disciplinary power of the state, contested reproductive relations within families and communities, and the implications of global flows of biotechnology, population, and information for reproductive strategies at the local level. We also explore how transnational migration and globalization have shaped reproductive health, the diverse meanings associated with reproductive processes, and decisions concerning reproduction. Reproduction serves as a focus to illuminate the cultural politics of gender, power, and sexuality.

Credit 3 units. A&S: SS, CD BU: BA

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**L77 WGSS 403. Race, Sex and Sexuality: Concepts of Identity**

This course examines changes in the meanings of three concepts of identity — race, sex, and sexuality — from the early modern period to the present. The course begins by looking at early modern constructions of these concepts in Western Europe. We then focus on changes occurring during the course of the 18th and 19th centuries in Europe and the United States and at how such changes were similar and different among these three concepts. We then examine 20th-century challenges to 19th-century constructions. The course concludes by studying the relationship between these challenges and 20th-century identity political movements organized around these concepts. Prerequisite: completion of at least one WGSS course or permission of the instructor.

Credit 3 units. A&S: SS, SD BU: BA FA: SSP

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**L77 WGSS 4031. Topics in Gender and Judaism: Gender and Sexuality in Judaism**

Same as JNE 403

Credit 3 units. A&S: TH, SD FA: SSP

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**L77 WGSS 404. Regulating Sex: Historical and Cultural Encounters**

This seminar examines various ways in which the law regulates sex, emphasizing the place of sexual pleasure in conventional legal analysis and through feminist frameworks. The class considers the history of the regulation of sex in this country, with emphasis on key historical moments, such as the European/Native American encounter; the “sexual economy” of slavery; suffragists’ 19th-century writings on sexuality; the post-WW II emergence of lesbianism; policies of the 1950s on illegitimacy, adoption, and divorce; the “sexual revolution” of the 1960s and 1970s; the AIDS crisis and recognition of marital rape of the 1970s and 1980s; as well as moments when pornography, prostitution, abstinence-only education, and changing understandings of marriage have each enjoyed attention. This historical approach emphasizes sites where sex-positive feminist theory and traditional legal rules converge or clash.

Credit 3 units. A&S: TH, SD, WI

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**L77 WGSS 409. Gender, Sexuality and Change in Africa**

Same as AFAS 409

Credit 3 units. A&S: SS, SD, WI FA: SSP

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**L77 WGSS 4101. Medieval English Literature II**

Same as E Lit 4101

Credit 3 units. A&S: TH

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**L77 WGSS 4106. Studies in Gender**

Same as German 4106

Credit 3 units. A&S: TH, SD, WI

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**L77 WGSS 411. Topics in Christianity: Women and Religion in Medieval Europe**

Same as Re St 411

Credit 3 units. A&S: TH

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**L77 WGSS 4112. Body and Flesh: Theorizing Embodiment**

Same as Anthro 4112

Credit 3 units. A&S: SS

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**L77 WGSS 4134. The AIDS Epidemic: Inequalities, Ethnography and Ethics**

Same as Anthro 4134

Credit 3 units. A&S: SS, SD

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**L77 WGSS 418C. Gender and Sexuality in East Asian Religions**

Same as Re St 418

Credit 3 units. A&S: TH, CD, SD

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**L77 WGSS 419. Feminist Literary and Cultural Theory**

This course is intended to acquaint students with basic ideas and issues raised by a diversity of voices in contemporary feminist and cultural theory. Readings cover a wide range of approaches and tendencies within feminism, among them: French feminism, Foucauldian analyses of gender and sexuality, lesbian and queer theories, Third World/postcolonial feminism, and feminism by women of color. Given that feminist theories developed in response to and in dialogue with wider sociopolitical, cultural, and philosophical currents, the course explores feminist literary and cultural theory in an interdisciplinary context. Note: this course is in the core curriculum for the Women, Gender and Sexuality Studies graduate certificate. Prerequisite: advanced course work in WGSS or in literary theory (300 level and above), or permission of the instructor required.

Credit 3 units. A&S: TH

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**L77 WGSS 420. Contemporary Feminisms**

The purpose of this course is to provide a framework, a map, within which students can locate feminist ideas. The course, which may be presented historically, explores and compares different types of feminism selected from, for example, the following feminisms: liberal, Marxist, socialist, radical, lesbian, black, existentialist, postmodern. The class considers how such feminisms analyze the nature and sources of women's oppressions, the worlds they envision, and the means they use to bring about change. Note: this course is in the core curriculum for the Women, Gender and Sexuality Studies graduate certificate. Permission of instructor required. Prerequisite: completion of at least one WGSS course or permission of the instructor.

Credit 3 units. A&S: TH, SD FA: SSP

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**L77 WGSS 4201. The Novel in the Feminine (Le Roman au féminin)**

Same as French 4201

Credit 3 units. A&S: TH FA: Lit

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**L77 WGSS 4221. Topics in Women and French Literature**

Same as French 4221

Credit 3 units. A&S: TH FA: Lit

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**L77 WGSS 432. Women Writers of the 20th Century**

Same as Ital 432

Credit 3 units. A&S: TH, SD, WI FA: Lit

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**L77 WGSS 4333. Women of Letters**

Same as French 4331

Credit 3 units. A&S: TH FA: Lit

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**L77 WGSS 4362. Local Genders, Global Transformations**

Same as Anthro 4362

Credit 3 units. A&S: SS FA: SSP

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**L77 WGSS 4363. Sex, Gender and Power**

Same as Anthro 4363

Credit 3 units. A&S: SS

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**L77 WGSS 437. Global Feminisms**

This course examines the global dimensions of feminist organizing and policy-making, drawing on both historical and contemporary examples. It applies insights from research on social movements, state-society relations, and multilevel governance to explore the formation, activities, and strategies of international and transnational women's networks on issues ranging from suffrage and equal rights to domestic violence and gender quotas. It considers interactions with local and national women's movements, as well as states and international organizations, and weighs the opportunities and constraints involved in mobilizing beyond the nation-state in struggles against inequality in global and national arenas.

Credit 3 units. A&S: SS, SD

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**L77 WGSS 440. Women in the History of Higher Education and Professions**

Same as Educ 440

Credit 3 units. A&S: TH, SD FA: SSP

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**L77 WGSS 4454. Irish Women Writers: 1800 to Present**

Same as E Lit 4454

Credit 3 units. A&S: TH FA: Lit

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**L77 WGSS 445A. Japanese Fiction**

Same as Japan 445

Credit 3 units. A&S: TH, CD, WI FA: Lit

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**L77 WGSS 4472. Spanish-American Women Writers II**

Same as Span 4472

Credit 3 units. A&S: TH, SD FA: Lit

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**L77 WGSS 4479. Senior Seminar in Religious Studies: Contemporary Approaches to the Study of Women and Religion**

Same as Re St 479

Credit 3 units. A&S: TH, SD

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**L77 WGSS 4494. Modern Japanese Women Writers: Madame Butterfly's Delinquent Daughters**

Same as Japan 449

Credit 3 units. A&S: TH, CD, SD, WI BU: HUM

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**L77 WGSS 4495. Topics**

Same as Comp Lit 449

Credit 3 units. A&S: TH

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**L77 WGSS 4502. Women and the Medieval French Literary Theory**

Same as French 450  
Credit 3 units. A&S: TH

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**L77 WGSS 457. Gender and Modernity in Latin America**

Same as IAS 457  
Credit 3 units. A&S: TH

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**L77 WGSS 4581. Gender, Politics and Writing in Women's Fiction of the Post-Franco Era**

Same as Span 458  
Credit 3 units. A&S: TH

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**L77 WGSS 461A. Topics in English Literature I**

Same as E Lit 461  
Credit 3 units. A&S: TH FA: Lit

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**L77 WGSS 4675. Beyond the Harem: Women, Gender and Revolution in the Modern Middle East**

Same as History 4675  
Credit 3 units. A&S: TH, CD, SD BU: BA

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**L77 WGSS 4711. Gender and Religion in China**

Same as Re St 4711  
Credit 3 units. A&S: TH FA: SSP

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**L77 WGSS 475. Intellectual History of Feminisms**

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 WGSS course or permission of the instructor.

Credit 3 units. A&S: TH FA: Lit

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**L77 WGSS 4771. Gender in 19th-Century Art**

Same as Art-Arch 4771  
Credit 3 units. A&S: TH, SD FA: AH

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**L77 WGSS 480. Topics in Buddhist Tradition: Gender and Sexuality in Buddhism**

Same as Re St 480  
Credit 3 units. A&S: TH FA: SSP

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**L77 WGSS 481. Selected English Writers I**

Same as E Lit 481  
Credit 3 units. A&S: TH FA: Lit

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**L77 WGSS 482. Reading Seminar in Gender and Chinese Literature: Women in the Chinese Literary Tradition**

Same as Chinese 482  
Credit 3 units. A&S: TH FA: Lit

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**L77 WGSS 483. Gender and Genre**

Same as French 483  
Credit 3 units. A&S: TH, SD FA: Lit

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**L77 WGSS 487A. Discourses on Gender in 19th- and 20th-Century Spain**

Same as Span 487  
Credit 3 units. A&S: TH, SD

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**L77 WGSS 4908. Advanced Seminar: Women in American Society: Women in Social Movements**

Same as History 4907  
Credit 4 units. A&S: TH, SD FA: SSP

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**L77 WGSS 4918. Advanced Seminar in History**

Same as History 4918  
Credit 4 units. A&S: TH FA: SSP

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**L77 WGSS 4974. Advanced Seminar in History: Gender and Property Law**

Same as History 4974  
Credit 4 units. A&S: TH FA: SSP

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**L77 WGSS 4982. Advanced Seminar: Women and Confucian Culture in Early Modern East Asia**

Same as History 4982  
Credit 4 units. A&S: TH

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**L77 WGSS 499. Honors Thesis: Research and Writing**

Enrollment in this course is limited to students accepted into the Honor's Program. Petition for permission to enroll is available in the Women, Gender and Sexuality Studies Office, 210 McMillan Hall.

Credit 3 units. A&S: TH

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**L77 WGSS 4990. Advanced Seminar: History of the Body**

Same as History 4990  
Credit 4 units. A&S: TH, SD

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**L77 WGSS 4993. Advanced Seminar: Women and Religion in Medieval Europe**

Same as History 4993

Credit 4 units. A&S: TH

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**Phone:** 314/935-5102

**Email:** [women@artsci.wustl.edu](mailto:women@artsci.wustl.edu)

**Departmental website:** <http://ascc.artsci.wustl.edu/~women/>

## Arts & Sciences: Writing

Although the English Department does not offer a Writing Major, it provides 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. A student with a special interest in writing may count toward the major up to 9 upper-division units from a selection of these courses (designated E Comp). Students who wish to take a Writing Minor in addition to an English Major are advised to take English and American literature courses (designated E Lit) exclusively for the major, E Comp courses exclusively for the minor. Except where noted, students are expected to receive a grade of C or better in each course.

For a list of affiliated faculty, please see the Department of English faculty page.

The English Department does not offer a Writing Major. A student with a special interest in writing may count toward the major in English literature up to 9 upper-division units from a selection of these courses (designated E Comp). Students interested in majoring in English Literature should see the English page.

### The Minor in Writing

**Units required:** 15

The Writing Minor consists of 15 units comprised of any five courses in English Composition (designated as E Comp), one of which must be E Comp 311 or E Comp 312, but no more than two courses (6 units) at the 200-level. With department approval, up to 6 units of Journalism courses in writing or editing offered in University College or an off-campus internship (E Comp 298) oriented to writing may be counted toward the minor.

### Additional Information

Students who wish to take a Writing Minor in addition to an English Major are advised to take English and American literature courses (designated E Lit) exclusively for the major, and English Composition courses (designated E Comp) exclusively for the minor.

**Transfer Units:** Students must provide transcript of previous work to receive approval from the Director of Undergraduate Studies.

**Study Abroad:** Four affiliate programs in England are open for well-prepared students: University College, London (UCL), University of Sussex, Oxford Program for Undergraduate Studies (OPUS), and Keble College at Oxford. Students interested in study abroad must apply and participate before senior year.

#### L13 E Comp 100. Writing 1

This course explores writing both as a process and a medium of intellectual inquiry. It asks students to build on their existing skills, imagining more complex relationships with their readers and more nuanced approaches to their subject matter. Students engage critically with cultural texts and scholarly research, as well as with

their own writing, and present their analytical arguments in mature, effective prose. Satisfies the University's first-year writing requirement (if passed with C+ or higher), and must be taken for a letter grade. Sections limited to 14 students.

Credit 3 units. FA: Comp

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#### L13 E Comp 1001. Fundamentals of Academic Writing

This course may be required of some students before they take Writing 1 (E Comp 100). (Placement to be determined by the department). Emphasis is on writing process; reading comprehension; critical thinking; organization of ideas; and grammar. Must be taken for a letter grade. (Note: some students are required also to enroll in ELP 499.)

Credit 3 units. A&S: LA

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#### L13 E Comp 201. Writing Workshop

An intensive workshop focusing on selected topics related to writing. Topics chosen by the department/instructor. Must be taken for credit. See course and section descriptions in online course listings for details about workshop emphases.

Credit 1 unit. A&S: LA

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#### L13 E Comp 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. See section description for details about specific class emphases. Limit: 12 students. Prerequisite: E Comp 100 (Writing 1).

Credit 3 units. A&S: LA

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#### L13 E Comp 213. The Long Essay

This course is designed for skilled writers who want to bring more complexity and depth to their style and content. Emphasis is on the innovation that can occur when we give sustained interest to our subjects in a long work. The class is particularly well-suited to students who wish to produce extended works of creative nonfiction, honors theses, or artist statements. Prerequisite: E Comp 100 (Writing 1).

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

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#### L13 E Comp 220. Creative Nonfiction Writing 1

A course designed to introduce students to the fundamental craft elements involved in writing creative nonfiction. While the course covers the major forms within the genre of creative nonfiction, including literary journalism, biography, profiles, nature writing, and travel writing, special emphasis is given to personal essay and memoir. Prerequisite: Writing 1.

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

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**L13 E Comp 221. Fiction Writing 1**

A course designed to introduce students to the fundamental craft elements involved in writing fiction. Prerequisite: E Comp 100 (Writing 1).

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

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**L13 E Comp 222. Poetry Writing 1**

A course designed to introduce students to the fundamental craft elements involved in writing poetry. Prerequisite: E Comp 100 (Writing 1).

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

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**L13 E Comp 224. Playwriting**

An introductory course in playwriting. Limited to eight students. Prerequisite: E Comp 100 (Writing 1) and permission of the instructor.

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

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**L13 E Comp 298. Journalism: Communications Internship**

For students undertaking projects in newspaper or magazine journalism, 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 his or her 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: E Comp (Writing 1). Must be taken Credit/no credit.

Credit 3 units.

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**L13 E Comp 309. Writing the Natural World**

For students interested in the environment and natural sciences. This course brings together essays from a wide range of communities including biology, physics, medicine, environmental studies, creative writing, and more. Readings and assignments are intended to enhance students' understanding of the relationship between writing and their experience/knowledge of the natural world. Major assignments allow students to follow, explore, and write about their own unique interest in a related subject, and include a personal essay, an expository essay, and a researched argumentative essay, as well as peer review workshops, oral presentations, and revision. Students record and explore their own experiences of nature in short creative assignments that prepare them for the major papers. Prerequisites: E Comp 100 (Writing 1) and junior standing.

Credit 3 units. A&S: LA, WI

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**L13 E Comp 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 in this course 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 variable, maximum 3 units. A&S: LA

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**L13 E Comp 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: E Comp 100 (Writing 1) and junior standing. A note for students and advisers: when registering refer to WebStac for updated information on section times and available seats.

Credit 3 units. A&S: LA, WI

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**L13 E Comp 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: E Comp 100 (Writing 1) and junior standing.

Credit 3 units. A&S: LA

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**L13 E Comp 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: E Comp 100 (Writing 1) and junior standing. A note for students and advisers: when registering refer to WebStac for updated information on section times and available seats.

Credit 3 units. A&S: LA, WI

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**L13 E Comp 314. Topics in Composition**

An advanced writing course focusing on selected topics related to writing. Topics chosen by department/instructor. See 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: E Comp 100 (Writing 1) and junior standing.

Credit 3 units. A&S: LA, WI

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**L13 E Comp 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: E Comp 100 (Writing 1) and E Comp 220 (Creative Nonfiction Writing 1).

Credit 3 units. A&S: LA

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**L13 E Comp 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: E Comp 100 (Writing 1), E Comp 221 (Fiction Writing 1).

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

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**L13 E Comp 321W. Mellon Undergraduate Fellows Seminar**

Credit 3 units. A&S: LA, WI

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**L13 E Comp 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: E Comp 100 (Writing 1) and E Comp 222 (Poetry Writing 1).

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

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**L13 E Comp 322W. Undergraduate Honors Fellowship Seminar**

Credit 3 units. A&S: LA, WI

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**L13 E Comp 323. Fiction Writing: The Short-Short, Sudden Fiction and Microfiction**

This course is aimed at undergraduates who have taken Fiction Writing 1 or Poetry Writing 1 and wish to further explore the craft of fiction through the medium of the short-short story. The course focuses on reading, writing, and thinking critically about short-shorts.

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

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**L13 E Comp 324. Fiction Writing: Coming of Age in the Short Story**

A fiction writing course that explores coming of age themes.

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

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**L13 E Comp 325. Poetry Writing: The Poetry of Travel**

This course is offered for students who have taken Poetry 1 and are interested in further developing their craft.

Credit 3 units. A&S: LA

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**L13 E Comp 326. Fiction Writing: Stories in the Suburbs**

Credit 3 units. A&S: LA

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**L13 E Comp 352. Introduction to Screenwriting**

Same as Film 352

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

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**L13 E Comp 401. Writing for Children and Young Adults**

In this course we examine various genres of writing for young people: poetry, fiction, and nonfiction.

Credit 3 units. A&S: LA

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**L13 E Comp 403. Dramaturgy Workshop**

Same as Drama 403

Credit 3 units. A&S: LA

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**L13 E Comp 4131. Topics in Composition**

Composition topics course. Offerings vary from semester to semester.

Credit 3 units. A&S: TH

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**L13 E Comp 421. Advanced Fiction Writing**

For qualified students who wish to continue their creative writing and reading through immersion in an intensive fiction workshop. Students wishing to enroll must not only register but also submit a 15-page (double-spaced) fiction sample. The sample must include a cover page with: your name, the semester you took Fiction Writing 2, and the name of the Fiction Writing 2 instructor. Submit samples to the English Department mailbox of the E Comp 421 instructor no later than April 20. No one is officially enrolled in this class until contacted by the instructor. Prerequisites: E Comp 100 (Writing 1), E Comp 221 (Fiction Writing 1), and E Comp 321 (Fiction Writing 2).

Credit 3 units. A&S: LA

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**L13 E Comp 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: your name, the semester you took Poetry Writing 2, and the name of the Poetry Writing 2 instructor. Submit samples to the English Department mailbox of the E Comp 422 instructor no later than April 20. No one is officially enrolled in this class until contacted by the instructor. Prerequisites: E Comp 100 (Writing 1), E Comp 222 (Poetry Writing 1), and E Comp 322 (Poetry Writing 2).

Credit 3 units. A&S: LA

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**L13 E Comp 423. Proseminar in Writing: Nonfiction Prose**

For students qualified to pursue their own projects in nonfiction prose; criticism by other members of the class and by the instructor. Limit: 12 students. Prerequisite: permission of instructor upon submission of writing samples.

Credit 3 units. A&S: LA

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**L13 E Comp 431. Craft of Fiction**

A literature/creative writing hybrid course; students read a number of contemporary historical fictions—an increasingly important and innovative genre—and then write one of their own.

Credit 3 units. A&S: LA

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**L13 E Comp 432. The Craft of Poetry**

An investigation into the art and craft of poetry, in order to consider the choices a poet makes in the process of composing and revising. The students are asked to complete many poetry writing exercises, as well as the writing of critical papers, in their investigation of poetic forms and modes from many historical periods. (This course is highly recommended for those who have completed or are taking the 300-level creative writing courses and to students in The Writing Program.)

Credit 3 units. A&S: LA

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**L13 E Comp 4521. Advanced Screenwriting**

Same as Film 452

Credit 3 units. A&S: LA FA: Lit

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**L13 E Comp 4731. Advanced Playwriting**

More than 70 percent of American adults now study at college for some time. But almost none study college as a formative individual experience and critical public institution while there. This course aims to fill this gap, encouraging students to reflect on the ground under their feet, the contemporary American university, and the myths, debates, and histories that shape it. What is the purpose of higher education: to protect and defend islands of humanistic contemplation and disinterested scientific inquiry; to equip young citizens for informed democratic action; to train meritocratic elites for high office and high salaries? And how has this purpose shifted with the growth of leading American universities from clerical enclaves to worldly research corporations? This course addresses such questions with help from three bodies of texts: canonical modern fictions of campus life by such authors as F. Scott Fitzgerald and Willa Cather, Mary McCarthy and Ralph Ellison, Philip Roth and Don DeLillo; some influential theories of the university and its intellectuals from Thomas Jefferson to Michel Foucault; and a trio of iconic college films: the Marx Brothers' *Horsefeathers*, National Lampoon's *Animal House*, and Spike Lee's *School Daze*.

Same as Drama 473

Credit 3 units.

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**Departmental website:**

<http://artsci.wustl.edu/~english/>

## About the Olin Business School

Any top business school should give students an exceptional grounding in the basics—accounting, finance, economics, marketing, and operations. At Olin Business School, mastering those functional skills is not the end, but the beginning. Here, it's not only about what you know, but, more importantly, how you think.

Our faculty is widely regarded as among the very best in the nation in terms of scholarly research productivity. In the classroom, you'll learn rigorous critical thinking skills—the same kind of analytical, open-minded inquiry that powers top-tier research.

Business-involved, applied-learning opportunities help you integrate your newfound knowledge, critical thinking, and collaboration skills to solve real, complex, unstructured business problems. Study abroad, entrepreneurship, and consulting projects further transform your perspectives, skills, and competencies.

Research-driven thinking, applied—that organizing principle at Olin transforms individuals who transform business. You learn from the best and with the best, in an energizing and exhilarating environment that fosters teamwork, interdisciplinary learning, and the practical experience essential to your future success.

## Bachelor of Science in Business Administration (B.S.B.A.)

As an undergraduate student at Olin, you may choose from a variety of majors and minors, all leading to the Bachelor of Science in Business Administration (B.S.B.A.) degree. Our B.S.B.A. students begin business courses in their freshman year. The curriculum covers the core functional areas of business, and at least 40 percent of the course work must be in nonbusiness fields—from fine arts to science—allowing you to pursue individual career goals and ensuring a well-rounded educational experience.

### Majors

B.S.B.A.s are not required to declare a major. Majors in the business curriculum are offered as an option to focus your studies in a specific field of business. You may choose to pursue one or two majors from the areas below:

- Accounting
- Economics and Strategy
- Entrepreneurship
- Finance
- Healthcare Management
- International Business
- Marketing
- Operations and Supply Chain Management
- Organization and Human Resources

Effective with the Class of 2014, B.S.B.A. students can earn a total of two majors (business or nonbusiness) and a minor (outside of Olin) or one business major and two minors (outside of Olin.)

For more information about specific course requirements for each major, you should refer to Olin Business School's **B.S.B.A. degree and major requirements**, available on our website, on our student intranet (password required): <https://insideolin.wustl.edu/AcademicResources/>, or in the B.S.B.A. Program office.

### Combined Majors

As a business student, you have the option to major in two areas from different schools. For example, you could earn a B.S.B.A. degree with a major in finance and a major in English literature from the College of Arts & Sciences. You must complete the specific courses required for the second major, but you are not required to complete the general requirements for the second degree. You should consult with your academic adviser for additional information.

### Minors

Business students also can pursue a nonbusiness minor in any recognized academic discipline offered within the University by satisfactorily completing all the requirements for both the B.S.B.A. degree and the minor. Required courses for a minor outside of business may range from 15 to 27 units, depending on the specific regulations of the academic department.

### Combined Degrees

You also can earn two undergraduate degrees simultaneously—your B.S.B.A. degree and another undergraduate degree offered at the University. You must be admitted to the other degree-granting program, and you must meet specific degree requirements for both schools. Typically, this option requires additional time to complete all requirements. For example, if you combine your business degree with a degree from the College of Arts & Sciences, you must complete a minimum of 150 units between the two disciplines. Of the 150 units, at least 90 units must be from the College and at least 48 units from the 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, you should talk with your primary adviser to plan your program.

## Joint Undergraduate and Business Masters Degrees

### Master of Business Administration (M.B.A.)

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 3/2, these programs combine three years of undergraduate study and two years of M.B.A. study for completion of both degrees in five years. Joint programs include: the A.B./M.B.A. degrees offered with the College of Arts & Sciences, the B.S./M.B.A. degrees offered with the School of Engineering and the B.S.B.A./M.B.A. degrees offered through the Olin Business School.

In the M.B.A. joint degree program, you must complete at least 90 units of undergraduate course work before entering Olin Business School, and then complete an additional 66 units of graduate-level courses. If your undergraduate major is in the School of Engineering & Applied Science or College of Arts & Sciences, up to 15 units of remaining undergraduate courses will apply toward the 66 units required in M.B.A. program. If your undergraduate major is in the Olin Business School, up to 6 units of remaining undergraduate course work will apply toward the 66 units required in M.B.A. program. You should consult your academic adviser during your sophomore year to ensure compliance with specific degree requirements. Additional eligibility restrictions may apply for College of Arts & Sciences students.

Admission to the 3/2 program is extremely competitive. You must have a superior academic record, an outstanding performance on your Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE), and substantive summer internship experience in the corporate world. You apply during the winter of your junior year and begin the full-time M.B.A. program in the fall semester. You may obtain information and application materials for the M.B.A. program from the M.B.A. Admissions Office in Simon Hall, Room 114, or [mba@olin.wustl.edu](mailto:mba@olin.wustl.edu).

### Master of Accounting (M.A.C.C.)

In this integrated five-year program, you enroll in graduate course work during your fourth and fifth years of study, completing 33 credit hours at the 500 level in addition to the specific course work requirements for your undergraduate degree, for a combined total of 153 hours of academic credit. The program includes course work necessary to meet eligibility requirements to sit for the CPA exam in most states. You can apply for admission once you have completed Acct 3610 and earned 90 undergraduate credits. You are required to maintain a B grade point average in course work at the graduate level to remain in good academic standing. Further information may be obtained from the Specialized Masters Programs office in Simon 118.

### Master of Science in Finance (M.S.Fin.)

This program delivers a rigorous finance education in a comprehensive set of topics, preparing you for a wide range of positions in financial services, as well as in consulting and corporate finance. Completion of the degree requires a minimum of 33 graduate-level credit hours in addition to your undergraduate degree requirements. Depending upon background, some students may be required to take “Foundations” courses in addition to the basic M.S.Fin. degree requirements. Washington University undergraduate students wishing to enroll in the Master of Science in Finance program on a 3/2 basis must have completed at least 90 total hours of course credit prior to beginning the Master of Science in Finance curriculum. The M.S.Fin. curriculum is very technical in nature and requires students to have completed Calculus III as a minimum level of preparation in mathematics. Further information may be obtained from the Specialized Masters Programs office in Simon 118.

### Master of Science in Supply Chain Management (M.S.SCM)

This program provides students with a comprehensive preparation in all areas relevant to sophisticated management of a company's supply chain, whether the company be engaged in manufacturing or in the delivery of complex services. Completion of the degree requires a minimum of 36 hours of graduate credit in addition to all requirements for the undergraduate degree. Depending upon background, some students may be required to take “Foundations” course work prior to enrolling in the regular M.S.SCM curriculum. Students wishing to enroll in the M.S.SCM program on a 3/2 basis must have completed at least 90 hours of total course credit prior to beginning their M.S.SCM studies. Further information may be obtained from the Specialized Masters Programs office in Simon 118.

## Special Opportunities

### Center for Experiential Learning

Olin's Center for Experiential Learning is the focal point for a wide range of activities that take learning beyond the classroom to integrate what you're learning in hands-on projects and real-world situations. Courses include:

- Investment Praxis—students manage more than \$1.5 million of the University's endowment funds.
- Taylor Community Consulting Program—students serve as management consultants in six-week projects for area nonprofit organizations.
- The Practicum—student teams consult for local, national, and international companies on a wide array of business and management problems. An Olin faculty member serves as a mentor for each team. At the end of the semester-

long project, your team makes a formal presentation that includes analyses, strategies and recommendations for change.

## Skandalaris Center for Entrepreneurial Studies

With its collaborative, interdisciplinary focus, the Skandalaris Center connects Washington University and the St. Louis start-up community. Student interest areas include commercial, social, creative, environmental, and technology entrepreneurship. The Center coordinates entrepreneurship curriculum across campus and also co-curricular programs including pre-orientation IDEA, Coffee with the Experts, the Olin Cup and YouthBridge Social Enterprise and Innovation Competitions, and its flagship, IdeaBounce®. The Center offers a set of curricular and co-curricular options for student and community entrepreneurs to help move their ideas forward. See [www.ideabounce.com](http://www.ideabounce.com) for more information.

## 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 you to pursue subject matter beyond the specific course offerings found in the Olin School. Projects may be done for one to 6 units, but normally no more than 3 units will be granted in any one semester. For more information, you should refer to the Olin School's *Undergraduate Student Handbook*.

Students may apply a maximum of six units of independent study in business and six units outside of the Olin School toward the 120-unit degree requirement.

## Internship for Credit Opportunities

Olin juniors or seniors who have completed the core requirement and one advanced elective in the appropriate major field may apply to receive credit for internship experience. Students must work under the direction of a faculty member to complete an academic paper/project. The Internship Petition form must be submitted to the student's academic adviser by the end of the second week of the academic semester. With the exception of our International Internship Programs, a maximum of six units of internship course work may be applied toward the B.S.B.A. degree.

## Undergraduate Teaching Assistantships (UTAs)

In this challenging program, outstanding students are chosen to assist various professors with their course development work or research efforts. Students may conduct library research, perform computer programming, develop new learning materials for class, assist other students with their writing skills, or tutor in various areas of the curriculum.

Participation in the UTA program is voluntary and may begin as early as the first year. As a participant, you are paid the going rate for student assistants. UTA experience also impresses company recruiters.

## Study Abroad

As a business student, you have the opportunity to participate in various study abroad programs. You may choose to (1) apply to one of Olin's International Internship Programs, (2) apply to participate in an academic exchange program in Hong Kong, Italy, or Israel, (3) apply to participate in a practicum academic experience in Singapore or (4) apply to participate in one of the study abroad programs sponsored by the Office of International and Area Studies in the College of Arts & Sciences. Detailed information is available on our student intranet, <https://insideolin.wustl.edu/AcademicResources/>, or in the B.S.B.A. Programs office.

## International Internship Programs

Our International Internship Programs offer you the opportunity to combine classroom learning with an internship in Herzliya, Koblenz, London, Madrid, or Paris. You earn 15 units of academic credit in any of these programs by completing:

- Six units of academic credit in appropriate areas (e.g., language study in non-English-speaking locations)
- Full-time internship placement of approximately 12 weeks (in Jerusalem, London, Madrid, Paris, or Koblenz)
- Significant research project in conjunction with the internship experience. In Madrid, Paris, and Koblenz, these projects are done in Spanish, French or German, respectively.

The International Internship Programs are open to all Olin juniors and seniors who have completed the equivalent of five semesters of course work (75 units) and the specific prerequisites for the particular program of study. Second majors and minors in business also may be eligible to apply. There is a minimum GPA requirement of 3.0 in your overall course work and 3.0 in your professional course work. Eligibility requirements are subject to change.

## Other Study Abroad Opportunities Through Olin

*Exchange Programs*. Olin students may participate in academic exchange programs at Chinese University of Hong Kong or Hong Kong University of Science and Technology in Hong Kong; at Bocconi University in Milan, Italy, or a practicum experience at Singapore Management University in Singapore.

You may participate in any of these exchange programs and take course work that allows you to continue your studies toward your Olin School degree without interruption. Additional information is available at our website: [www.olin.wustl.edu](http://www.olin.wustl.edu).

## Student Services and Resources

### Academic Support Services

#### Academic Advising

Olin Business School provides you with expert academic advising and support. B.S.B.A. Student Services has five academic advisers who serve as general advisers to all undergraduate students on procedural matters, course planning, registration, and other academic matters. Faculty members also serve as advisers to students interested in specific areas of business.

#### Olin Peer Ambassadors

In this program, undergraduate business students, who are familiar with the University and with Olin's programs and policies, help incoming students make a smooth transition to the University by providing informal peer advising services throughout their first year here.

### Weston Career Center

To provide you with personalized career planning and job search services, Olin operates its own career resources center. The Weston Career Center (WCC) provides professional services to Olin students pursuing their B.S.B.A., Master of Accounting, M.B.A., M.S. Supply Chain Management and M.S. Finance degrees. The WCC offers numerous career-related resources for Olin students to help them in their career planning. Services include: one-on-one appointments and workshops on skill training, self-assessment, building target lists, networking, and résumé writing—all the tools you will need for an effective job search. On-campus interviews take place throughout the academic year. Business students are encouraged to meet with the center's staff early in their undergraduate careers to discuss professional goals. For more information, contact the Weston Career Center by phone at 314/935-5950, by e-mail at [recruit@olin.wustl.edu](mailto:recruit@olin.wustl.edu) on the website at <http://www.olin.wustl.edu/alumni/CareerServices/Pages/CareerResources.aspx>.

### Dean

#### Mahendra Gupta

Dean and Geraldine J. and Robert J. Virgil Professor of Accounting and Management  
Ph.D., Stanford University

### Endowed Professors

#### Nicholas S. Argyres

Vernon W. and Marion K. Piper Professor of Strategy  
Ph.D., University of California–Berkeley

#### Yossi Aviv

Dan Broida Professor of Operations and Manufacturing Management  
Ph.D., Columbia University

#### William P. Bottom

Joyce and Howard Wood Distinguished Professor of Organizational Behavior  
Ph.D., University of Illinois

#### Siddhartha Chib

Harry C. Hartkopf Professor of Econometrics and Statistics  
Ph.D., University of California–Santa Barbara

#### Kurt T. Dirks

Bank of America Professor of Managerial Leadership  
Ph.D., University of Minnesota

#### Philip H. Dybvig

Boatmen's Bancshares Professor of Banking and Finance  
Ph.D., Yale University

#### Richard Frankel

Beverly and James Hance Professor of Accounting  
Ph.D., Stanford University

#### Barton H. Hamilton

Robert Brookings Smith Distinguished Professor of Entrepreneurship  
Ph.D., Stanford University

#### Ronald R. King

Myron Northrop Professor of Accounting  
Ph.D., University of Arizona

#### Panos Kouvelis

Emerson Professor of Operations and Manufacturing Management  
Ph.D., Stanford University

#### James T. Little

Donald Danforth Jr. Distinguished Professor of Business  
Ph.D., University of Minnesota

#### Glenn M. MacDonald

John M. Olin Professor of Business, Law, and Economics  
Ph.D., University of Rochester

#### Judi McLean Parks

Reuben C. and Anne Carpenter Taylor Professor of Organizational Behavior

Ph.D., University of Iowa

**Todd T. Milbourn**

Hubert C. and Dorothy R. Moog Professor of Finance  
Ph.D., Indiana University

**Chakravarthi Narasimhan**

Philip L. Siteman Professor of Marketing  
Ph.D., University of Rochester

**Jack A. Nickerson**

Frahm Family Professor of Organization and Strategy  
Ph.D., University of California–Berkeley

**Robert A. Pollak**

Hernreich Distinguished Professor of Economics  
Ph.D., Massachusetts Institute of Technology

**Seethu Seetharaman**

W. Patrick McGinnis Professor of Marketing  
Ph.D., Cornell University

**Anjan Thakor**

John E. Simon Professor of Finance  
Ph.D., Northwestern University

**Todd R. Zenger**

Robert and Barbara Frick Professor of Business Strategy  
Ph.D., University of California–Los Angeles

**Guofu Zhou**

Frederick Bierman and James E. Spears Professor of Finance  
Ph.D., Duke University

## Professors

**J. Stuart Bunderson**

Ph.D., University of Minnesota  
(Organizational Behavior)

**Stephen M. Nowlis**

Ph.D., University of California–Berkeley  
(Marketing)

## Associate Professors

**Tat Y. Chan**

Ph.D., Yale University  
(Marketing)

**Long Chen**

Ph.D., University of Toronto  
(Finance)

**Lingxiu Dong**

Ph.D., Stanford University  
(Operations and Manufacturing Management)

**Hillary Anger Elfenbein**

Ph.D., Harvard University  
(Organizational Behavior)

**Armando Gomes**

Ph.D., Harvard University  
(Finance)

**Ohad Kadan**

Ph.D., Hebrew University  
(Finance)

**Anne Marie Knott**

Ph.D., University of California–Los Angeles  
(Strategy)

**Dmitri G. Kuksov**

Ph.D., University of California–Berkeley  
(Marketing)

**Hong Liu**

Ph.D., University of Pennsylvania  
(Finance)

**J. Lamar Pierce**

Ph.D., University of California–Berkeley  
(Strategy)

**Raymond T. Sparrowe**

Ph.D., University of Illinois–Chicago  
(Organizational Behavior)

**Fuqiang Zhang**

Ph.D., University of Pennsylvania  
(Operations and Manufacturing Management)

## Assistant Professors

**Amitay Alter**

Ph.D. (expected), Stanford University  
(Economics)

**Mariagiovanna Baccara**

Ph.D., Princeton University  
(Economics)

**Markus Baer**

Ph.D., University of Illinois



(Organizational Behavior)

**Gauri Bhat**

Ph.D., University of Toronto  
(Accounting)

**Kelly Bishop**

Ph.D., Duke University  
(Economics)

**Cynthia Cryder**

Ph.D., Carnegie Mellon University  
(Marketing)

**Joseph Cullen**

Ph.D., University of Arizona  
(Economics)

**Michelle Duguid**

Ph.D., Cornell University  
(Organizational Behavior)

**Daniel Elfenbein**

Ph.D., Harvard University  
(Organization and Strategy)

**Joseph K. Goodman**

Ph.D., University of Texas–Austin  
(Marketing)

**Radhakrishnan Gopalan**

Ph.D., University of Michigan  
(Finance)

**Sudarshan Jayaraman**

Ph.D., University of North Carolina at Chapel Hill  
(Accounting)

**Roni Kisin**

Ph.D. expected, University of Chicago  
(Finance)

**Isaac Kleshchelski**

Ph.D., Northwestern University  
(Finance)

**Andrew Knight**

Ph.D., University of Pennsylvania  
(Organizational Behavior)

**Chad Larson**

Ph.D., University of Michigan

(Accounting)

**Mark Leary**

Ph.D., Duke University  
(Finance)

**Anna Levine**

Ph.D., Stanford University  
(Economics)

**Selin A. Makloc**

Ph.D., University of North Carolina  
(Marketing)

**Xiumin Martin**

Ph.D., University of Missouri–Columbia  
(Accounting)

**Alvin D. Murphy**

Ph.D., Duke University  
(Economics)

**Sherif Nasser**

Ph.D., New York University  
(Marketing)

**Maher Said**

Ph.D., Yale University  
(Economics)

**Ron Shalev**

Ph.D., Columbia University  
(Accounting)

**Danko Turcic**

Ph.D., Case Western Reserve University  
(Operations and Manufacturing Management)

**Jialan Wang**

Ph.D. expected, Massachusetts Institute of Technology  
(Finance)

**Ying Xie**

Ph.D., Northwestern University  
(Marketing)

**Nan Yang**

Ph.D., Columbia University  
(Operations and Manufacturing Management)

## Lecturers

### **Rajeev Bhattacharya**

Ph.D., University of Rochester  
(Economics)

### **Sharon McMillen Cannon**

Ph.D., North Carolina State University  
(Communication)

### **Sergio Chayet**

Ph.D., Northwestern University  
(Operations and Manufacturing Management)

### **Samuel S. Chun**

Ph.D., Washington University  
(Marketing)

### **Charles J. Cuny**

Ph.D., Stanford University  
(Finance)

### **Thomas Fields**

Ph.D., Northwestern University  
(Accounting)

### **Michael R. Gordinier**

Ph.D., University of Wisconsin–Madison  
(Management)

### **Kenneth A. Harrington**

M.B.A., University of Pennsylvania  
(Entrepreneurship)

### **Clifford K. Holekamp**

M.B.A., Washington University  
(Entrepreneurship)

### **Lee J. Konczak**

Ph.D., University of Missouri–St. Louis  
(Organizational Behavior and Leadership Development)

### **David Meyer**

Ph.D., University of Chicago  
(Management)

### **Patrick S. Moreton**

Ph.D., University of California–Berkeley  
(Management)

### **John Norton**

Ph.D., University of Texas at Dallas

(Marketing)

### **Eli Snir**

Ph.D., University of Pennsylvania  
(Management)

### **Mark E. Soczek**

A.B.D., Northwestern University  
(Accounting)

### **Annette M. Veech**

Ph.D., University of Illinois at Urbana–Champaign  
(Managerial Communications)

## Visiting Assistant Professor

### **Jian Cai**

Ph.D., Washington University  
(Finance)

### **Romel Mostafa**

Ph.D., Carnegie Mellon University  
(Strategy)

## Adjunct and Other Faculty

### **Seth G. Abraham**

M.A., Boston University  
(Management)

### **Lyda Bigelow**

Ph.D., University of California–Berkeley  
(Organization and Strategy)

### **Thomas Boman**

J.D., University of Minnesota  
(Accounting)

### **Sanford J. Boxerman**

J.D., Harvard Law School  
(Business Law)

### **David Butler**

M.B.A., Washington University  
(Quality Management)

### **Jeremy Degenhart**

B.S., B.A., Washington University  
(Finance)

### **William R. Emmons**

Ph.D., Northwestern University  
(Finance)

**Peter S. Finley**

M.B.A., Stanford University  
(Entrepreneurship)

**William C. Finnie**

Ph.D., University of Pennsylvania  
(Strategy)

**Ronald K. Fisher**

J.D., Washington University  
(Business Law)

**Eric Greitens**

Ph.D., University of Oxford  
(Business Ethics)

**Bruce Lee Hall**

Ph.D./M.D., Duke University  
(Health Care Management)

**Carol F. Johaneck**

M.B.A., Saint Louis University  
(Marketing)

**Nevada Kent IV**

B.S.B.A., Tennessee Technical University  
(Accounting)

**Mark B. Lewis**

M.B.A., Washington University  
(Finance)

**Leah Lorendo**

Ph.D., University of Mississippi  
(Business Communication)

**Steven Malter**

Ph.D., University of Missouri–St. Louis  
(Management)

**Mark P. McLaren**

M.B.A., Columbia University  
(Accounting)

**Douglas Menendez**

M.B.A., Saint Louis University  
(Accounting)

**Cyril Narishkin**

M.B.A., Washington University  
(Operations and Manufacturing Management)

**Paul W. Paese**

Ph.D., University of Illinois  
(Organizational Behavior)

**Donald W. Paule**

LL.M., Washington University  
(Business Law and Taxation)

**David Pearson**

D.B.A., Indiana University  
(Accounting)

**David A. Poldoian**

M.B.A., Harvard University  
(Entrepreneurship)

**Robert A. Portnoy**

Ph.D., University of Missouri–Columbia  
(Human Resource Management)

**Antonio Sardella**

M.B.A., Northwestern University  
(Management)

**David A. Sentnor**

M.B.A., Washington University  
(Accounting)

**Martin K. Sneider**

M.B.A., Harvard University  
(Marketing)

**William J. Streeter**

M.B.A., New York University  
(International Business)

**Sharon A. Tucker**

Ph.D., University of Chicago  
(Human Resources Strategy)

**Cynthia A. Wichelman**

M.D., Stanford University  
(Business and Medicine)

**Stuart D. Yoak**

Ph.D., Washington University  
(Ethics)

**Professors Emeriti**

**Nicholas Baloff**

(Business Administration)

**Nicholas Dopuch**

Hubert C. & Dorothy R. Moog Professor Emeritus of Accounting

**Stuart I. Greenbaum**

Former Dean and Bank of America Professor Emeritus of Managerial Leadership

**Ambar Rao**

Fossett Distinguished Professor Emeritus of Marketing

**J. George Robinson**

(Marketing)

**Robert L. Virgil, Jr.**

Dean Emeritus of the Olin Business School and Professor Emeritus of Accounting

**John E. Walsh, Jr.**

(Management)

## Bachelor of Science in Business Administration

B.S.B.A.s are not required to declare a major. Majors in the business curriculum are offered as an option to focus your studies in a specific field of business. You may choose to pursue one or two majors from the areas below:

**Accounting****Economics and Strategy****Entrepreneurship****Finance****Healthcare Management****International Business****Marketing****Operations and Supply Chain Management****Organization and Human Resources**

Effective with the Class of 2014, B.S.B.A. students can earn a total of two majors (business or nonbusiness) and a minor (outside of Olin) or one business major and two minors (outside of Olin.)

For specific course requirements for each major, please refer to Olin Business School's **B.S.B.A. degree and major requirements**, available on our website at <http://www.olin.wustl.edu/academicprograms/BSBA/MajorsMinors/Pages/default.aspx> or in the B.S.B.A. Program office.

## Combined Majors

As a business student, you have the option to major in two areas from different schools. For example, you could earn a B.S.B.A. degree with a major in finance and a major in English literature from the College of Arts & Sciences. You must complete the specific courses required for the second major, but you are not

required to complete the general requirements for the second degree. You should consult with your academic adviser for additional information.

## Second Major in Business Requirements for Non-B.S.B.A.-Degree students

A second major in a field of business allows you to combine your academic interests between two schools. Opportunities for second majors are offered to all non-B.S.B.A.-degree students. You may select a major from the following disciplines:

- Accounting
- Economics and Strategy
- Entrepreneurship
- Finance
- Healthcare Management
- International Business
- Marketing
- Operations and Supply Chain Management
- Organization and Human Resources

If you combine your academic interests, you are required to follow the degree requirements for your primary major. Requirements for your second major include a core set of requirements and 12–18 units of business course work. Core requirements are as follows:

MGT 100 or MGT 380 or MEC 380

MATH 131 and 132

MEC 290

MEC 292 or ECON 1021

QBA 120 and 121

ACCT 2610 and 2620

Because your core requirements are drawn from both business and nonbusiness disciplines, you are required to complete a minimum of 24 business units through the Olin School. Transfer students from another institution must take a minimum of 18 credits through Olin Business School.

For details on the Second Major, please visit the Olin Business School website at <http://www.olin.wustl.edu/academicprograms/BSBA/MajorsMinors/Pages/default.aspx>.

Business students can pursue a nonbusiness minor in any recognized academic discipline offered within the University by satisfactorily completing all the requirements for both the B.S.B.A. degree and the minor outside of Olin. Required courses for a minor may range from 15 to 27 units, depending on the specific regulations of the academic department.

The Olin School offers students pursuing an undergraduate degree outside of Olin the opportunity to earn a minor in a field of business. The Olin School offers minors in the following fields:

- Accounting
- Entrepreneurship
- Finance
- General Business
- Healthcare Management
- Managerial Economics
- Marketing
- Operations and Supply Chain Management
- Leadership
- Strategy

Specific requirements for all business minors are listed on Olin's website: [www.olin.wustl.edu/academicprograms/BSBA/MajorsMinors/Pages/default.aspx](http://www.olin.wustl.edu/academicprograms/BSBA/MajorsMinors/Pages/default.aspx).

## 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 3610. Intermediate Financial Accounting Theory I**

The first of a two-course sequence in corporate financial reporting. Examines the environment of financial accounting, the standards-setting process, and the conceptual framework that underlies financial accounting in the United States. Topics: review accounting basics, events, and transactions that impact financial statements, comprehension of corporate financial reports, and examination of political and economic factors influencing accounting policy. Prerequisite: Acct 2610.

Credit 3 units.

### **B50 ACCT 3620. Intermediate Financial Accounting II**

Continuation of Acct 3610. Focus on the accounting and reporting of various stakeholders' claims against the corporate entity. Claims of shareholders, long-term creditors, employees, and govern-

mental 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 363. Cost Analysis and Control**

Focus on the impact of changes in markets, operations, and information technology that affect the design of management accounting systems. Emphasis is on the strategic role of cost information in planning and controlling operations. Current thrusts of quality control and customer service in managing operations have placed new demands on management accounting systems beyond the traditional role of product costing for financial reporting. Course objective is to analyze how these new demands can be met through the expansion of the scope of management accounting systems. Prerequisites: Junior standing and Acct 2620.

Credit 3 units.

### **B50 ACCT 464. Auditing**

Examination of the professional service industry of auditing including evaluating objectively the service of obtaining, evaluating, and communicating evidence regarding managerial assertions about economic events. Specifically, auditing ascertains the degree of correspondence between managerial assertions and established criteria. Topics: economic role of external corporate auditing in securities markets; composition of firms in the auditing industry, regulatory environment of auditing, litigation issues facing the accounting/auditing industry, requirements for conducting audits and 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. Prerequisite: Acct 3610.

Same as B60 564

Credit 3 units.

### **B50 ACCT 466. Financial Statement Analysis**

Enhances your understanding of the process for evaluating financial statement information. Requires a basic familiarity with financial accounting and the assumptions underlying measurements reported in financial statements, an understanding of the economic and regulatory forces underlying corporate disclosure of financial statement information and their effects on financial statement information, and familiarity with data sources and analytical tools to extract and evaluate this data. Objectives are to develop familiarity with this type of analysis and to gain an appreciation for its limitations. Topics: profitability and risk analysis, credit risk models, forecasting, and valuation. Prerequisite: Acct 3610.

Credit 3 units.

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**B50 ACCT 467. Income Tax Fundamentals**

Principles of individual and corporate income tax, including the history and development of income tax legislation and regulations in the United States. Topics: basic tax concepts; relationships between business and taxable income, tax research and planning; and the impact of tax regulations on business planning and decisions. Prerequisite: Acct 2610.

Same as B60 567

Credit 3 units.

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**B50 ACCT 4680. Advanced Financial Accounting Problems**

Examination of the nature and financial reporting aspects of various business transactions: corporate acquisitions, mergers, and the formation of other strategic alliances. Topics: accounting for business combinations and consolidations, joint ventures and foreign currency translation, accounting and financial reporting issues facing government entities. Prerequisite: Acct 3620.

Credit 3 units.

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## Finance

**B52 FIN 340. Capital Markets and Financial Management**

Examines finances of business at the aggregate level through the flow of funds framework. Examines financial decision-making in areas of liquidity management, investment management, and the selection of capital sources. Prerequisites: MATH 128 or 132, Acct 2610, MEC 290, and completion or concurrent enrollment in QBA 121.

Credit 3 units.

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**B52 FIN 343. Personal Finance**

Examines issues underlying decision-making for personal investments. Topics: present value concepts, financial markets and instruments, portfolio theory, bond and equity valuations, mutual funds, mortgages, taxes, and personal financial planning. Intended for non-business students who are not second majors in Finance. B.S.B.A. students may enroll in this course, but this course does not count toward their degree. Prerequisite: junior standing.

Credit 3 units.

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**B52 FIN 400I. Mergers and Acquisitions**

Focuses on identifying ways to increase firm value through mergers and acquisitions (M&A) and corporate restructurings. Surveys the drivers of success (and failure) in M&A transactions and develop skills in the design and evaluation of such transactions. Topics: the valuation of companies, the motivations underlying mergers, structuring of transactions, deal tactics and strategy, leveraged buyouts, corporate restructuring through divestitures, spin-offs, carve-outs, and acquisitions of private firms. We also delve into issues of law, accounting and tax and how they affect the outcome of M&A transactions. Why is M&A

an important component of any corporate finance professional toolset? It lays the foundation for effective work in a wide range of fields including corporate development, investment banking, consulting, and advising senior management on strategy. Prerequisites: Fin 340, and Fin 448. Credits 1.5 units.

Credit 1.5 units.

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**B52 FIN 400h. Mortgage-Backed Securities**

Focuses on the valuation and hedging of securitized products with particular attention to mortgage-backed securities. Discussion topics include: (1) various types of loans that can be securitized (fixed-rate mortgages, floating rate mortgages, commercial mortgages, car loans, student loans, etc.), (2) the institutions that exist to facilitate loan sale, and what type of derivative securities have been created, and (3) how default and prepayment risk are measured and how these risks are managed. WINOAS, a commercial software package from the Mortgage Industry Advisory Corporation, is used to analyze prepayment scenarios into various valuations. Prerequisites: Fin 340, Fin 441, and Fin 451.

Same as B62 535

Credit 1.5 units.

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**B52 FIN 428. Investments Praxis**

Students serve as managers of a portfolio, the Investment Praxis Fund, which is owned by the school. Students analyze investment opportunities in various industries and present recommendations to the class for possible purchases or sales of securities. Students must demonstrate that their investment decisions are 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 blends theory with practical advice from investment professionals such as portfolio managers, securities traders, and consultants. Prerequisites: Fin 441, Fin 448 and Fin 451.

Credit 3 units.

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**B52 FIN 441. Investments**

Examines financial markets from an investment/portfolio manager point of view. Analyze some of the major financial institutions, such as the stock and options markets (exchanges). Study how financial securities (such as stocks, bonds, options, and futures) are valued in a well-functioning financial market. Understand the theory of optimal portfolio selection based on the notions of static and dynamic portfolio efficiency, capital market equilibrium (a.k.a., the Capital Asset Pricing Model) and the Arbitrage Pricing Theory, bond valuation and immunization, the binomial model and its connection to the Black-Scholes option pricing model, and hedging with financial futures in theory and practice. Review professional publications, such as the Journal of Portfolio Management and the Financial Analysts Journal. Prerequisite: Fin 340.

Credit 3 units.

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**B52 FIN 443. International Finance**

Provides a framework for making financial decisions in an international context. Topics include: relevant features of international markets and instruments (such as foreign exchange, currency futures, options, swaps, Eurobonds, etc.); models of exchange rate determination; the issue of foreign exchange risk exposure from a corporate perspective; corporate risk management; problems related with capital budgeting in a multi-currency/environment; global investment management issues (risk return tradeoff across countries and global asset allocation); project finance; international taxation; cross-border mergers and acquisitions; and international corporate governance. Prerequisites: Fin 340 and Fin 448.

Credit 3 units. BU: IS

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**B52 FIN 447. Information, Intermediation and Financial Markets**

Examines the organization and function of financial markets from the corporate perspective with an emphasis on investment banking activities. Topics: design, issuance, and trading of corporate securities; risk management; and corporate control transactions. Develop familiarization with current practices while building a conceptual framework for understanding and anticipating change in the institutions that comprise the financial markets. Prerequisites: Fin 340 and Fin 451 required. Fin 441 and Fin 448 recommended.

Credit 3 units.

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**B52 FIN 448. Advanced Financial Management**

Advanced study of corporate financial management. A major focus is the relationship between the internal decisions of the corporation and the valuation of the firm in the capital market. Topics: capital budgeting systems, capital structure, debt policy, cash and working capital management, short- and long-term financial planning. Prerequisite: Fin 340.

Credit 3 units.

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**B52 FIN 451. Options, Futures and Derivative Securities**

Examines the theory and practical application of derivative securities such as futures, options, and swaps. Central to the theory of derivative security pricing is arbitrage and payoff replication. In practice, derivative securities provide a principal route to manage and, in particular, hedge financial risk. Futures, options, and swaps on different types of underlying assets are examined with emphasis on pricing and application. Prerequisite: Fin 340.

Credit 3 units.

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**B52 FIN 452. Advanced Derivative Securities**

Focuses on implementation of models for pricing and hedging derivative securities in the equity, currency, and fixed-income markets. Students 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 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 is especially useful to students pursuing careers in sales and trading who interact with research departments and students pursuing careers in asset management. Prerequisites: Fin 451 and permission of instructor.

Same as B62 537

Credit 3 units.

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**Human Resources Management****B56 HRM 320A. Managing People in Organizations**

Examines the interpersonal functions of management in three sections: (1) Introduces the principles of management with concepts of management including the traditional functions of planning, organizing, controlling, and problem solving as well the history of management and how such historical principles continue to influence the management of today's organizations. (2) Principles of Leadership for developing competencies for leading people. Topics: aligning and motivating people, conflict resolution, negotiating, decision making, communication skills, team-building, and selecting effective leadership styles. (3) Leadership and Management: Applied Practice focuses on the nature of the workforce both now and in the volatile years ahead through case studies and group activities that comprehensively incorporate the material from throughout the course. Prerequisite: sophomore standing.

Credit 3 units.

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**B56 HRM 325A. Personnel/Human Resources Management**

Introduces the field of human resource management (HRM) and the profession through which it is practiced. Develops a broad understanding of major HRM components and applies them to the principles by which organizations are managed. Develops a familiarity with the various types of human resource positions in organizations, the opportunities for career growth and the professional resources available through the Society of Human Resource Management including membership and certification requirements, publications, and web sites. Prerequisite: Junior standing.

Credit 3 units.

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## International Business

### **B99 INTL 400I. Business in Israel**

Examines the challenges and opportunities for understanding business in Israel as well as the relationship to politics and how Israeli industry contrasts to those in the United States. This course includes an immersion in Israel during spring break.

Credit 3 units.

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## Management

### **B53 MGT 100. Individual in a Managerial Environment**

Historical analysis of major trends shaping the contemporary and future nature of business. Emphasis on the development of critical and evaluative skills. Topics: demography, trade, technology, employment, government and the economy, social ethos and economic behavior, the nature of economic organization, and the growth of business firms in the United States and abroad.

Credit 3 units.

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### **B53 MGT 150A. Olin Experience Program**

Provides B.S.B.A. freshman degree candidates a framework for understanding the Olin curriculum. Students engage in business scholarship and discussions of business problems and current issues with members of Olin's faculty. Enrollment is restricted to B.S.B.A. degree candidates.

Credit 1.5 units.

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### **B53 MGT 150B. Olin Experience Program**

Provides second-semester B.S.B.A. degree candidates a richer understanding of business skills through exposure to Excel programming and career development strategies. Students engage in real world problem solving. Enrollment is restricted to B.S.B.A. degree candidates.

Credit 1.5 units.

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### **B53 MGT 201. Management Communication**

Managers who write and speak effectively excel in business leadership. Persuasive and authentic communication not only is useful in advancing your business career; business employers also consider communication skills to be the most important attribute in people they hire. Effective communication involves more than mastering technical writing and presentation skills. Successful communicators use critical thinking to assess business scenarios and the audience who hear or read a message; they craft communication in order to attain targeted results. You'll have the opportunity to become a more polished communicator as you 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. Prerequisite: Priority enrollment given to B.S.B.A. students.

Credit 3 units.

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### **B53 MGT 250A. The Olin Experience**

Provides the framework for sophomore B.S.B.A students to understand leadership and teamwork and how to apply these concepts to your Olin career. Students also engage in career education and personal career development to prepare for future internships. Enrollment is restricted to sophomore B.S.B.A. degree candidates. CBTL course.

Credit 1.5 units.

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### **B53 MGT 250B. The Olin Experience**

Students apply their business skills and knowledge interactively by engaging in a team-based Service Learning project that addresses a real business problem faced by a local area nonprofit agency. Students also participate in a business simulation by making strategic planning decisions for a live entrepreneurial venture. Enrollment is restricted to B.S.B.A. degree candidates.

Credit 1.5 units.

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### **B53 MGT 301. Legal Environment of Business Management**

Surveys the various areas of law that make up the legal environment of business. Develops a basic understanding of law as it relates to business, with traditional emphasis on private law and business transactions. This study of the micro law of business reviews the detailed substantive rules in the areas of contracts, sales, product liability, agency, corporations, and partnership. In addition, a summary review of contemporary legal problems such as insider trading, discrimination in employment, sexual harassment, and ethics may be discussed, if time permits. Case studies are analyzed in order to give the student an understanding of how various laws apply to actual situations. Prerequisite: sophomore standing.

Credit 3 units.

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### **B53 MGT 308. Introduction to International Business**

Focus on the aspects of management of a business enterprise that are necessary to compete in the global marketplace. The course begins with a survey of the environmental context in which international companies operate (economic systems and cultural factors). This is followed by a review of International Trade Theory and Economics. This forms a basis for concentration in the second half of the course on strategies and structure for global operations. The course deals with the situations in Europe, Japan, Latin America, and China through case studies and discussion of current topics and their relation to the fundamental aspects of global business management. Prerequisite: junior standing or permission of instructor.

Credit 3 units. BU: IS

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**B53 MGT 320. Olin Grand Rounds: The Business and Practice of Medicine**

Grand rounds in medical schools are a forum for presenting new and challenging clinical problems and cases. Focus is on the challenges and solutions facing the business of medicine by providing an introduction to the current issues facing the health care sector that integrates management tools, and clinical knowledge. Objective: 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.

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**B53 MGT 321. Health Economics and Policy**

The basic tenets of health economics are covered by placing 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.

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**B53 MGT 322. Healthcare 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.

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**B53 MGT 380. Business Strategy**

This capstone course adopts the perspective of the general manager—an 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, and competitive positioning. The course is designed to develop students' skills in both analyzing observed strategies and in formulating and implementing new ones. A key

feature of the course is a business simulation in which student teams interactively formulate and execute strategy for a simulated firm. Prerequisites: Acct 2610 and MEC 290.

Credit 3 units.

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**B53 MGT 390. The Economics of Human Resource Management**

Key to a firm's success is whether it can develop organizational and human resource management systems 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 such as centralization and decentralization. Prerequisite: MEC 290.

Credit 3 units.

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**B53 MGT 400X. Sports Management**

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 takes a practical look at the world of sports management and administration, with an eye on extracting key lessons for corporate management and administration.

Credit 1.5 units.

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**B53 MGT 402. Ethical Issues in Managerial Decision Making**

Focuses on ethical issues in management and surveys a number of ethical standards or levels by which managers make decisions involving most functional areas of business. Course emphasis on class discussion of cases and problem situations that confront managers and for which ethical dimensions are a significant part of the business choices. Prerequisite: senior standing.

Credit 1.5 units.

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**B53 MGT 410. Current Issues in International Trade and Finance**

Introduction to prospects and problems of the international economy with an emphasis on the United Kingdom and the European Economic Community. Both economic and political dimensions considered. Prerequisite: admission to Olin's London International Internship Program.

Credit 1 unit.

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**B53 MGT 420. Research in Healthcare Management**

As the capstone course for the Health Management major, 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 question and to identify potential data sources they could use to address these questions, if they so desire. Students work in teams of three to four, using the approach developed for the Practicum and Hatchery courses.

Credit 3 units.

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**B53 MGT 421. Introduction to Entrepreneurship**

This course covers the life dynamics surrounding the early stages of starting a business. Based upon a series of "experiential simulations," students are involved in both individual and team competitive gamesmanship situations that replicate real world start-up environments. Students learn to identify characteristics of promising start-up industry environments and markets; to understand the process of early-stage company formation and some of the options open to founders; to understand some of the team dynamics and behaviors that might occur in a start-up; and to have some fun. Prerequisites: junior or senior standing with priority given to seniors.

Credit 3 units.

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**B53 MGT 424. Business Planning for New Enterprises [The Hatchery]**

In this course, students form teams to pursue their own or an outside entrepreneur's commercial or social venture. The first session features a "Team Formation" event, where students and community members pitch their ideas and opportunities to the class. During the semester, the teams are supported and advised by the instructor, executive coach, and mentor(s) as they research and develop startup plans. Academic deliverables include two presentations to a panel of judges and a complete business plan for commercial ventures or sustainability plan for social ventures.

The course is open to students from all disciplines and degree programs. Most of the work is done outside the classroom with the support of the coaches, mentors, advisers, and instructor. Classes are held once per week for the first half of the semester. Workshops and rehearsals are required in the second part of the term. Prerequisite: instructor discretion for all undergraduates.

Same as B63 524

Credit 3 units.

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**B53 MGT 450A. Internship in Business**

Designed to deepen the overall learning gained from a summer internship with structured assignments that relate to both the work completed during the internship and to elements of the broad-based Olin business curriculum. Pass/fail option 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. Prerequisite: Prior enrollment approval from Weston Career Center.

Credit 1.5 units.

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**B53 MGT 450B. Strategic Design and Decision Making**

Behavioral Economics is a tool for formulating government policy and firm strategy. While early work in Behavioral Economics could be classified as "parlor tricks," recent work in "choice architecture" has inverted those insights to solve problems eluded by incentive design. Surveys the key behavioral anomalies causing individual and firm decisions to deviate from those in their best interest. In general, each session is organized around a single anomaly, and includes an in-class exercise and/or case evoking it in a real world setting. We also discuss the underlying theory (contrasting the behavior with that predicted by classical economics) with the broader applications of the anomaly and implications for strategic decisions. Prerequisite: MGT 100.

Same as B63 550P

Credit 1.5 units.

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**B53 MGT 490. Honors Seminar I**

The first of a two-course honors seminar. Students have the opportunity to investigate current issues in business using an interdisciplinary approach to their research. Course content of the seminar varies from year to year. Prerequisites: senior standing and faculty invitation.

Credit 3 units.

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**B53 MGT 491. Honors Seminar II**

The second of a two-course honors seminar. Students have the opportunity to investigate current issues in business utilizing an interdisciplinary approach to their research. Course content of the seminar varies from year to year. Prerequisite: MGT 490.

Credit 3 units.

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## Managerial Economics

### **B54 MEC 290. Microeconomics**

Provides a foundation to the analysis of optimal decisions by firms, namely how to make decisions about how much to produce, how to produce it, how to price it, and how these decisions are affected by demand, cost, the number and behavior of firms in the industry, the information the firm possesses, and the legal environment. Prerequisite: MATH 127 or 131.

Credit 3 units.

### **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: introduction to the global economy; comparative advantage as the basis for international trade and sources of comparative advantage; economies of scale and imperfect competition as the basis for international trade; tariffs and other instruments of trade policy; political, legal, and institutional factors influencing international trade; balance of payments; exchange rates and the foreign exchange market; international capital flows; national competitive advantage and industrial policies; global economic competition and business strategy. Prerequisites: MEC 290 and QBA 120.

Credit 3 units. BU: IS

### **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: 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. Prerequisites: MEC 290 and QBA 121.

Credit 3 units.

### **B54 MEC 380. Competitive Industry Analysis**

Uses economics and game theory to analyze strategy and industry dynamics. Focus is split between evaluating the competitive environment within industries and developing competitive strategies that are responsive to specific competitive forces facing individual firms. Topics typically covered include models of price and quantity competition, barriers to entry, commitment strategies and credible threats, product differentiation, vertical integration, research and development, and patenting strategies. Prerequisite: MEC 290.

Credit 3 units.

### **B54 MEC 400H. Economics of Entertainment**

Focus is on the unusual economics of the entertainment industry and the associated management challenges. Topics include: (1) the basic economics of entertainment, (2) 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. Students present 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. Prerequisites: MEC 290.

Credit 1.5 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. Prerequisites: MEC 290 and QBA 121.

Credit 3 units.

### **B54 MEC 471. Empirical Techniques for Industry Analysis**

Students learn how to use data to answer a wide variety of questions regarding the incentives and behavior that generate market activity. Emphasis on inference about the strategic decisions of firms and consumers. Introduces new statistical and econometric tools by examining the application of these tools to current research in economics. Topics include the empirical implications of strategic bidding in auctions, price discrimination and dispersion; differences across products; and the internal organization of firms. Prerequisites: QBA 120, QBA 121, MEC 370, and MEC 470.

Credit 3 units.

### **B54 MEC 494. Business and the Environment**

Examines the relationship between environmental economics and environmental policy and raises more general questions about the political economy of regulation. Focus on air pollution, water pollution, hazardous waste, biodiversity, and global climate change. Critical examination of two prescriptions that economies usually endorse: (1) balancing benefits against costs (e.g., benefit-cost analysis) and using risk analysis in evaluating policy alternatives; (2) using market incentives (e.g., prices, taxes, or charges) or property rights instead of tradition command and control regulators to implement environmental policy. Prerequisite: MEC 290 or Econ 103B.

Same as Econ 451

Credit 3 units. A&S: SS BU: BA, ETH FA: SSP



## Marketing

### **B55 MKT 370. Principles of Marketing**

Introduces the fundamental principles of marketing management: analyzing market opportunities, segmenting markets, selecting target markets, and positioning; and developing and managing the marketing mix (product, price, distribution, and promotion) within the context of the marketing environment (customers, competitors, and the external environment). Prerequisites: MEC 290 and Math 127 or higher level of calculus.

Credit 3 units.

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### **B55 MKT 373. 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. The class studies a wide variety of retailers—department stores, specialty stores, wholesale clubs, direct marketers, franchisers, food retailers, discounters, and others. Through case methodology, the class studies the role that managers play in problem solving and development of strategies. Topics include: positioning for success; retailing organizations; retail economics; pricing strategy; and entrepreneurial retailing. Prerequisite: Mkt 370.

Credit 3 units.

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### **B55 MKT 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.

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### **B55 MKT 470E. Pricing**

The environment of pricing decisions and common analytical techniques used by firms in making pricing decisions are studied. Critical-thinking skills and problem-solving skills emphasized. Topics include: market structure analysis, contribution analysis, product life cycles, product line decisions, pricing in marketing channels, and transfer pricing. Prerequisites: Mkt 370, QBA 120 and 121 or concurrent enrollment in QBA 121.

Credit 3 units.

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### **B55 MKT 473. Marketing Research**

The four P's of marketing are product, place, price, and promotion. Using these decision variables, firms seek to maximize profits. Making these decisions requires market information. Marketing research is the process of actively collecting, assimilating, and

analyzing market information to support management decision making. Teaches the nuts and bolts of market research. Prerequisites: Mkt 370, QBA 120 and QBA 121 or concurrent enrollment in QBA 121.

Credit 3 units.

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### **B55 MKT 476. Advanced Retail Topics**

Focuses on current important issues facing retailers. Students form four- to six-person teams to identify a relevant topic, to outline a project proposal identifying its scope and methodology, and to present both a written and oral presentation of their findings and recommendations. Course relies on cases, company and industry data, and field trips. Prerequisite: Mkt 373.

Credit 3 units.

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### **B55 MKT 477. International Marketing**

Addresses three fundamental decisions confronting a company whose operations extend beyond the domestic market: (1) choosing which foreign markets to penetrate; (2) determining the mode of market entry; and (3) devising the international marketing plan. Topics include: global marketing planning; environmental and cultural influences on international marketing decisions; organizational and control issues in international marketing decisions; global marketing intelligence; foreign risk and feasibility studies; and issues of ethics in other countries. Prerequisite: Mkt 370.

Credit 3 units. BU: IS

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### **B55 MKT 478. New Product Management**

The complete process of new product/service development and management is studied by examining the approaches to analyzing competitive position and identifying new product/service opportunities; the generation and screening of potential new product/service ideas; concept testing and product/service design tools; pre-test and test marketing; and post-launch management. Potential marketing and product managers, marketing research analysts, consultants, and entrepreneurs will find this hands-on, application-oriented course to be of value in their future careers. Prerequisite: concurrent enrollment in Mkt 473.

Credit 3 units.

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### **B55 MKT 480. Marketing Strategy**

Focus is on the role of marketing strategy in the success of the firm and on the formulation of successful marketing strategy. Prerequisites: Mkt 370, Mkt 473, two additional marketing courses or completion of Mkt 473, one additional marketing elective and concurrent enrollment in a third marketing course.

Credit 3 units.

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### **B55 MKT 481. Integrated Marketing Communication**

Focuses on an Integrated Marketing Communications 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 give guest lectures. We have four companies in different industry sectors for which the class develops marketing communications plans during the course. Prerequisite: Mkt 370.

Credit 3 units.

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## Operations and Supply Chain Management

### **B58 OSCM 230. Management Science**

Management Science is a quantitative approach to decision making based on the scientific method of problem solving. Introduces the concepts, methods, and applications of Management Science. Objectives: (1) introduce the basic principles and techniques of Management Science by learning to use some of the more important analytic methods, recognize their assumptions and limitations, and employ them in decision making; (2) sharpen your ability to structure problems and to perform logical analysis with practice in translating descriptions of management problems into formal models and investigating those models in an organized fashion; (3) expose you to settings in which you can use models effectively by applying Management Science concepts in practical situations; (4) reinforce your computer skills by exploiting the computer as a resource in your analysis by achieving proficiency with two software packages: Microsoft Excel for spreadsheet computations and LINDO for linear and integer programming; and (5) improve your written and oral communication skills by learning to communicate your analysis and solution of management problems both in writing and in class discussions. Prerequisites: QBA 120 and MEC 290.

Credit 3 units.

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### **B58 OSCM 356. Operations Management**

Introduces a variety of common operations issues that are frequently dealt with in both manufacturing and service industries and that affect other functions of the business as well. Topics include: inventory systems; process design and control; quality; facility location and layout; and forecasting. Prerequisites: Acct 2610, MEC 290, and completion or concurrent enrollment in OSCM 230.

Credit 3 units.

### **B58 OSCM 458. Operations Planning & Control**

Examines the concepts and techniques essential for effective operations planning, scheduling, and control in various manufacturing and service organizations. Discusses the use of various models for inventory control, forecasting, production planning, and operations scheduling. Just-in-time techniques and material requirements planning systems also are discussed. Prerequisite: OSCM 356.

Credit 3 units.

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## Organizational Behavior

### **B66 OB 360. Organization Behavior Within the Firm**

Provides a toolbox of analytical and interpersonal skills that are necessary to be an effective manager. Learn how these skills can have a significant impact on profitability. Objectives: (1) understand research conclusions through explaining the dimensions of individual differences and how they impact motivation, job satisfaction, and ultimately organizational effectiveness; explaining group dynamics and how they determine effectiveness; identifying organizational implications of research; evaluating organizational structure and job design; evaluating organizational culture and identifying methods of culture management; and identifying the steps and roadblocks in the process of organizational change; and (2) develop management skills by writing effective reports to senior management that analyze individual, group, and organizational effectiveness in actual organizations; and applying your understanding of individual, group, and organizational dynamics to improve your team's effectiveness on group projects. Prerequisite: MGT 100 or sophomore standing.

Credit 3 units.

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### **B66 OB 461. Negotiation**

Skillful negotiation is an important aspect of management. Designed to improve a student's skills in analyzing and conducting negotiations in a variety of settings. Topics include two-party bargaining, multiparty bargaining, arbitration, and coalition formation. Prerequisite: OB 360.

Credit 3 units.

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### **B66 OB 462. Leadership in Organizations**

This course is designed to fulfill three broad objectives for students. The first is to provide a useful overview of the primary leadership perspectives, focusing on how each framework links individual leadership to organizational outcomes. The second objective involves students in self-assessment of strengths and weaknesses in relation to the abilities and skills that are predictive of leadership effectiveness. Third, the course is designed to enable participants to articulate an effective strategic plan for individual leadership development. Course topics include perspectives on individual leadership effectiveness, leadership and motivation,

developing subordinates, leading groups and teams, leading the resolution of conflict, and leading organizational change. Prerequisite: sophomore standing.

Credit 3 units.

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## Quantitative Business Analysis

### **B59 QBA 120. Managerial Statistics I**

The first of a two-course sequence in introductory statistics with approximately one-half of the course is devoted to probability: basic ideas, univariate and joint distributions, and expected values and moments. This work is followed by an introduction to the topics of sampling, sample statistics, and sampling distributions. The sampling theory topics of estimation and hypothesis testing are covered. Prerequisite: Completion or concurrent enrollment in Math 128 or Math 132.

Credit 3 units.

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### **B59 QBA 121. Managerial Statistics II**

The second of a two-course sequence in introductory statistics is devoted to the use of linear regression models, ways to deal with its problems (such as collinearity, serial correlation, and heteroskedasticity) and time series regression and forecasting. There are quizzes and group projects in addition to a midterm and final. Prerequisites: QBA 120 or approved equivalent; Math 128 and MEC 290.

Credit 3 units.

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## Business: Degree Requirements

### B.S.B.A. Degree Requirements

The Bachelor of Science in Business Administration degree is awarded to you by recommendation of the faculty. Standards established by the faculty for recommendation are:

1. Satisfactory completion of requirements regarding required and elective courses, accumulation of a minimum of 120 units of course work, and satisfactory fulfillment of other requirements established in accordance with the rules and regulations of the Olin Business School.
2. Completion of the last 30 units in residence at Washington University.

### General Requirements (a minimum of 48 units)

This course work must be taken outside the Olin Business School to satisfy these degree requirements.

**A. Writing I (3 units):** You must demonstrate proficiency in reading and writing the English language by satisfactorily completing E Comp 100 with a grade of C+ or better.

**B. Calculus (3–6 units):** You must complete Math 127-128, or other calculus courses approved by the Olin Business School.

**C. Distribution Requirements (18 units):** You 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. Certain business courses may satisfy these distribution requirements; if taken, the units also will count toward the professional electives requirement.

**D. Advanced Electives (18 units):** You must complete at least 18 graded units of advanced general education course work (300 level or above). Advanced electives are defined as any nonbusiness course numbered 300 or above, excluding University College courses. Advanced electives also may satisfy a distribution requirement.

**E. General Electives:** All remaining units must be completed from other divisions of the University.

### Professional Requirements (a minimum of 55.5 units)

#### A. Core Requirements (43.5 units):

MGT 100\*  
MGT 150A, 150B and 250A  
MGT 201  
MEC 290  
MEC 292 or ECON 1021  
QBA 120 and 121  
Acct 2610 and 2620

OSCM 230 and 356  
FIN 340  
MKT 370  
OB 360

\*Transfer students entering Olin must take one of the following: MGT 100, MGT 380, or MEC 380 to satisfy this requirement.

**B. Professional Electives (12 units minimum):** Professional electives are nonrequired business courses offered by the Olin Business School that may or may not lead toward a specific business major.

### Electives (16.5 units)

To ensure that your educational requirements are fulfilled, electives should be chosen in consultation with your academic adviser.

## Typical Four-Year Curriculum for a B.S.B.A. Student

120 credits minimum

Fall		Spring	
Course	Units	Course	Units
<b>Freshman Year</b>			
Management 100	3	Managerial Economics 290	3
Math 127 or higher*	3	Accounting 2610	3
English Composition**	3	Math 128 or elective***	3
Management 150A	1.5	Management 150B	1.5
Electives	3–6	Electives	3–6
<b>Sophomore Year</b>			
Quantitative Business Analysis 120	3	Quantitative Business Analysis 121	3
Management 250A	1.5	Core requirement(s)	3–6
Core requirement(s)	3–6	Electives	6–9
Electives****	6–9		
<b>Junior Year</b>			
Core/Professional requirements*****	6–12	Core/Professional requirements	6–12
Electives	3–9	Electives	3–9
<b>Senior Year</b>			
Professional electives	6	Professional electives	6
Electives	9	Electives	9

\* Students may enroll in a higher level of Calculus rather than starting with Calculus I. The placement will depend on their academic preparation.

\*\* B.S.B.A. students take their E Comp course in an assigned semester. Half will take it in the fall and the other half in the spring of the freshman year. Some international students may start at a different level of English prep and may take their E Comp course as late as sophomore year.

\*\*\* Students who completed Math 128 in the fall semester have the option to take either QBA 120 or a general elective.

\*\*\*\* Students may take either one more business course or complete general requirements. Each B.S.B.A. student must earn at least 48 units of general educational course work along with a minimum of 55.5 credits of business. Typically, students must earn 30 units a year to stay on target with a four-year graduation plan.

\*\*\*\*\* Core/Professional refers to the business core or business elective course work. Students may mix and take both core and business elective units throughout their junior/senior year or take cores first and then business electives thereafter.

## Academic Options for Non-B.S.B.A.-Degree Students

If you are a student in another undergraduate division of the University, you may choose to complete a second major in a business discipline or pursue a minor in business.

### Second Major in a Business Discipline Requirements

A second major in a field of business allows you to combine your academic interests between two schools. Opportunities for second majors are offered to all non-B.S.B.A.-degree students. You may select a major from the following disciplines:

- Accounting
- Economics and Strategy
- Entrepreneurship
- Finance
- Healthcare Management
- International Business
- Marketing
- Operations and Supply Chain Management
- Organization and Human Resources

If you combine your academic interests, you are required to follow the degree requirements for your primary major. Requirements for your second major include a core set of requirements and 12–18 units of business course work. Core requirements are as follows:

MGT 100 or MGT 380 or MEC 380

MATH 131 and 132

MEC 290

MEC 292 or ECON 1021

QBA 120 and 121

ACCT 2610 and 2620

Because your core requirements are drawn from both business and nonbusiness disciplines, you are required to complete a minimum of 24 business units through the Olin School. Transfer students from another institution must take a minimum of 18 credits through Olin Business School.

## **Minors for non-B.S.B.A.-degree students**

Non-B.S.B.A.-degree students are eligible to pursue a minor in one of the specific fields of business:

- Accounting
- Business Economics
- Commercial Entrepreneurship
- Finance
- Healthcare Management
- Marketing
- Organizational Behavior
- Operations and Supply Chain Management
- Strategy

The Olin Business School also offers a general business minor to non-B.S.B.A.-degree students. Specific requirements for these business minors are listed on our website. PDFs are available at [www.olin.wustl.edu/academicprograms/BSBA/MajorsMinors/Pages/default.aspx](http://www.olin.wustl.edu/academicprograms/BSBA/MajorsMinors/Pages/default.aspx).

## Business: Academic Honors & Awards

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**Scholars in Business Program:** The Scholars in Business program allows alumni, corporations, and friends of Olin 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 12 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 your semester record.

**Beta Gamma Sigma Honor Society:** The top 7 percent of the junior class and the top 10 percent of the senior class are eligible for invitation to Beta Gamma Sigma, the national business society. You 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 B.S.B.A. 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. Students are expected to present their research at the Center for Research in Economics and Strategy (CRES) Conference in late April. HIM students also must have a total of 126 credits of academic work (including Mgt 490 and 491) in order to receive the Honors in Management designation at graduation.



# Business: Academic Regulations

## Attendance

Olin Business School allows each instructor of a course to decide how many absences you 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. You are expected to explain to your instructors the reasons for any absences and to discuss with them the possibility of making up missed assignments.

## Units and Grades

A unit is a measure of quantity given for one hour of lecture or recitation course a week for one semester. A grade point is a measure of the quality of work done in the course. The Olin Business School employs the following grading system in evaluating student performance:

Grade		Points Per Unit
A		4.0
A-		3.7
B+		3.3
B		3.0
B-		2.7
C+		2.3
C		2.0
C-		1.7
D+		1.3
D		1.0
D-		.7
F		0.0
P#	Pass	0.0
F#	Failing	0.0
I	Course work incomplete	
W	Withdrawal	
R	Repeat	
L	Successful audit	
Z	Unsuccessful audit	
N	No grade submitted	

Grade points per course are calculated by multiplying the number of units of a course by the grade points earned. You may retake a course if a higher grade is required or desired. The initial grade received in the course remains on your 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 your grade point average.

## Auditing a Course

You may not audit a business course. However, you may take nonbusiness courses for audit with the approval of the professor. An audited course does not count toward your degree requirements. A grade of L indicates satisfactory completion of an audit; unsatisfactory completion results in a grade of Z. Fees for auditing a course are assessed at the same rate as for all other courses.

## Incomplete Grades

You 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, you 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

You may take a maximum of one course per semester on a pass/fail basis. A grade of P# (pass) indicates that credit has been awarded, but the work was not subject to finer evaluation. No required or business course work may be taken on a pass/fail option. This option is provided so that you may take nonbusiness courses in subject areas with which you 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 here at Washington University. A minimum 2.0 grade point average in all course work taken at the University and a 2.0 in all professional course work taken at Olin must be achieved to satisfy B.S.B.A. graduation requirements.

## Repeating a Course

You may retake a course if a higher grade is required or desired. The initial grade received in the course remains on your 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 your grade point average.

## Academic Probation and Suspension

Approximately three weeks following the end of a semester, the Academic Review Committee reviews the record of each enrolled student. Students must attain and maintain a minimum 2.0 grade

point average in professional (business) and general courses to be in “good academic standing.” Failure to achieve minimum standards may result in the student being placed on academic probation or becoming ineligible for future registration in the Olin Business School. Failure on the part of a student to meet the conditions of probation in the following semester may result in dismissal from the School.

Another cause for probationary action or dismissal is failure on the part of a student to complete professional requirements within a reasonable time period. Students who fall behind in completing requirements should make an appointment to see their primary adviser to work out a plan for making up the work at the earliest possible time. Registration is restricted to a maximum of 15 credits for students on academic probation.

## Leave of Absence Process

If you are considering a leave of absence from the university, you should contact your academic adviser as soon as possible to discuss your situation. If you are considering a medical leave of absence, you should first contact Student Health Services to initiate this leave. In either case, you must complete the Leave of Absence form and submit it to your academic adviser for approval.

## 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.

As a general rule, Olin encourages that all required business courses and professional electives be taken at Washington University. Under certain circumstances, permission may be granted for a student to take a business course from another university with accreditation by AACSB—International (Association to Advance Collegiate Schools of Business). In order for consideration to be given, a syllabus showing text used must be submitted.

No transfer credit will be accepted with less than a “C” grade.

## University College Courses

You may enroll in one University College course per semester providing your academic adviser has approved this course prior to registration. University College course work may only count as a general nonprofessional elective. Business, foreign language,

Comm 220 and Comm 351 and any day division equivalent course may not be taken through University College. Students may enroll in a real estate course, but these units will not count toward the 120 units needed for the B.S.B.A. degree.

## Pre-matriculation Units

Pre-matriculation units are earned before your enrollment at Washington University as a first-year student. These units would include Advanced Placement (AP) examinations, International Baccalaureate (IB), British Advanced (A) Levels and college credit earned after your junior year in high school. All accepted pre-matriculation work can where appropriate count toward distribution requirements. These units will be noted on your transcript. Effective with the B.S.B.A. Class of 2015, all accepted pre-matriculation work will be noted on their transcript, but the maximum number of pre-matriculation units awarded is 15.

## Business: Administration

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**Mahendra R. Gupta** , Ph.D.

Dean

**Nicholas S. Argyres, Ph.D.**

Senior Associate Dean—Faculty

**Mark J. Brostoff** , M.H.A.

Associate Dean and Director of Weston Career Center

**Jeff Cannon** , M.A.

Associate Dean for the Undergraduate Program

**Joseph P. Fox** , M.B.A.

Associate Dean for M.B.A. Programs

**Kay Henry** , M.A.

Associate Dean and Director of Executive MBA Programs

**Gary M. Hochberg** , Ph.D.

Director of Specialized Masters Programs

**Ronald R. King** , Ph.D.

Senior Associate Dean—Program

**Panos Kouvelis** , Ph.D.

Senior Associate Dean and Director of Executive Education

**Chakravarthi Narasimhan** , Ph.D.

Director of the Doctoral Program

**Anjan Thakor** , Ph.D.

Director of the Ph.D. Program and Director of the Institute for Innovation and Growth

**Ronald Allen** , M.B.A., M.L.S.

Asa F. Seay Librarian

**Charles A. Balsamo** , M.B.A.

Director of Information Systems

**Brian T. Bannister** , M.B.A.

Associate Dean for Administration

**Karen L. Branding** , M.B.A.

Associate Dean and Director of Marketing and Communications

**Kenneth A. Harrington** , M.B.A.

Director of the Skandalaris Center

**Konstance P. Henning** , B.S.

Associate Director of Undergraduate Advising

**Dorothy D. Kittner** , M.B.A.

Assistant Dean and Director of Corporate Relations

**Paige E. LaRose** , J.D.

Associate Director of Undergraduate Advising

**Steven J. Malter** , Ph.D.

Assistant Dean for Student Development and Strategic Initiatives

**Karen J. Margo** , M.B.A.

Executive Director of Development

**Cynthia Newell** , M.A.

Registrar

**Tamara J. Orahood, M.A.**

Director of International Programs and Global Initiatives

**Lanna K. Skadden** , M.S.

Assistant Dean and Director of Academic and Student Services

**Daniel J. Stiffler** , M.A.

Associate Director of Undergraduate Advising

**Holly M. Swift** , B.A.

Assistant Director of Student Development

# Engineering: School of Engineering & Applied Science

## Mission Statement

The mission of the School of Engineering & Applied Science at Washington University is to serve society as a center for learning in engineering, science, and technology. It is our duty to disseminate and create knowledge through teaching, research, publications, and the transfer of important ideas and research into the development of new products and technologies. We strive to provide an environment that nurtures critical thinking and the education of innovators and leaders for the future.

## Undergraduate Degree Programs

The School of Engineering & Applied Science offers four-year, full-time programs of instruction leading to several professional Bachelor of Science degrees. Bachelor of Science degrees are available in the fields of biomedical engineering, chemical engineering, computer engineering, computer science, electrical engineering, mechanical engineering, and systems science and engineering.

If you are not preparing for a professional engineering career but are interested in an academic program broadly based on the engineering sciences, the School offers the Bachelor of Science (B.S.) degree with several options. 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 available from selected engineering and applied science courses 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 this degree program with another major or degree. Students also can use this added flexibility to achieve a well-rounded undergraduate education by selecting courses from across the University while pursuing a major in the School of Engineering & Applied Science or to deepen their understanding in their chosen major. Licenses to practice do not exist in computer science. Therefore, the Department of Computer Science and Engineering has designed the Bachelor of Science with a major in computer science so that students selecting this more flexible option will have the solid foundation they need to practice in that field.

Undergraduate engineering students may pursue multiple majors and/or degrees, both within the School and with other undergraduate and graduate divisions of Washington University. Students should apply for minors before the end of their junior year.

## Combined Major and/or Degree Opportunities

### Multiple Majors in Engineering

If you are enrolled in the School of Engineering & Applied Science and you wish to pursue more than one major from the School, you must satisfactorily complete all of the requirements for each degree, after which you will be awarded two degrees, a bachelor's degree for each major. See section on Degree Requirements.

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. These requirements typically include a "residency" requirement. For engineering majors, this residency requirement is stated in the All Undergraduate Degrees section on the Degree Requirements page. The College of Arts & Sciences requires any student earning an A.B. degree and a bachelor's degree from another division to earn a minimum of 150 units. Other divisions do not have this requirement.

**Second majors.** A student pursuing a bachelor's degree in engineering also may pursue second majors offered by all undergraduate divisions. Upon completion, the student's transcript would show an engineering degree and all earned second majors.

**Minors.** Many departments and schools in the University offer minors. An engineering student who applies for a minor and who 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.

## Special Combined Programs

### Process Control Systems

The Department of Energy, Environmental and Chemical Engineering and the Department of Electrical and Systems Engineering jointly sponsor a double-degree program in process control systems. Undergraduate degrees are earned in both Chemical Engineering and in Systems Science and Engineering.

The emphasis in this course of study is on the science and technology of process automation with a solid traditional foundation in the two major disciplines. Graduates of the program can contribute, through automation, to improved product quality, reduced manufacturing costs, greater capital productivity, and improved safety and environmental quality.

## B.S.–M.S. in Engineering Program

This program provides undergraduate engineering students with the opportunity to plan a coordinated five-year program of studies in the School leading to both the bachelor's and master's degrees. The program requires at least 150 units and normally takes five years to complete. With departmental approval, up to six units completed at the School for the master's degree may be used to count toward the engineering undergraduate degree; however, at least 150 applicable degree units must still be completed. The degrees available to students are the traditional engineering master's degrees offered by the School of Engineering and do not include interdisciplinary graduate degrees with other schools on campus or master's degrees offered by the Sever Institute Program of Continuing Studies.

The program is open to students who have at least 3.0 cumulative GPAs; some departments may require higher minimum cumulative GPAs. Students must apply no later than September 1 of their senior year. Approval by the department and the dean's office is required.

Undergraduate financial support is not extended for the additional semesters to complete the master's degree requirements. Students are classified as graduate students in their final year of study. Their tuition charges are at the graduate student rate.

## Combined Bachelor's/Master's Program

The combined Bachelor's/Master's program is designed to enable students in other Washington University schools (other than Engineering) to pursue a coordinated five-year study leading to a bachelor's degree outside engineering and a master's degree in the School of Engineering & Applied Science. The admission process and the graduation requirements for this program are identical to those of the B.S.–M.S. in Engineering program.

## B.S.–M.B.A. Program

The School of Engineering & Applied Science and the Olin Business School offer a five-year program leading to the professional Bachelor of Science engineering degree and the Master of Business Administration degree. The purpose of the program is to provide you with the opportunity to develop an educational background particularly in demand by industry.

You should apply to this joint program by February 1 of your junior year. You must complete the application for admission to the Olin Business School, available through the business school. You should have a cumulative grade point average of B+ or better, and you must take the Graduate Management Admission Test (GMAT) administered by the Educational Testing Service. 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 B.S.–M.B.A. student's fourth-year curriculum is composed largely of business courses. The fifth-year curriculum is divided almost evenly between business and engineering courses. Because merging of the two curricula results in very tight scheduling, it is possible that course overloads may be necessary to complete both programs in 10 semesters. You are strongly urged to meet with your advisers to plan the remaining years of the program.

## Dual-Degree Program

The School of Engineering & Applied Science offers a Dual-Degree Program with several other colleges and universities. Qualified students earn both a non-engineering baccalaureate from the first school and a Washington University bachelor's degree in engineering by attending the affiliated institution for three or four years, then completing the program with two years of concentrated engineering study at Washington University.

If you are enrolled at an affiliated institution, you may apply for admission to dual-degree study under this program, provided you are recommended by an official representative of your college or university and will receive or have received the non-engineering baccalaureate.

To be able to complete a bachelor of science in engineering in a two-year period, you should have completed the following requirements prior to enrolling in the School:

**Total Course Work:** At least 60 semester hours of transferable college credit. Courses with grades below C– do not transfer.

**Mathematics:** Calculus through differential equations.

**Physics:** One-year calculus-based sequence.

**Biology (required for Biomedical Engineering only):** A pre-approved three-semester sequence in modern biology.

**Chemistry:** One-year sequence, with laboratory. (For chemical engineering, a one-year sequence in organic chemistry is also required.)

**Computer Science:** One course or proficiency.

**English Composition:** Evidence of proficiency as demonstrated by previous course work, acceptable examination scores, or college certification.

**Humanities and Social Sciences:** The School's requirement should be satisfied before arrival at Washington University.



## Co-operative Education

The Engineering Co-op Program 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, which are typically held by entry-level engineers. This type of experience gives students a chance to preview a career path and employment options, gain career clarification, improve communication and team project skills, and enhance marketability with future employers. The Co-op experience is typically completed over the course of a semester and a summer term.

The Engineering Co-op Program is coordinated through the Career Center.

For more information on Co-ops, please visit the Career Center's website at [careers.wustl.edu](http://careers.wustl.edu), or call 314/935-5930.

## Premedical Education

The School of Engineering & Applied Science makes available, as options within its undergraduate degree programs, curricula that prepare you for entry into medical or dental school while you pursue the undergraduate degree.

These curricula were formulated in recognition of the increasing importance in medicine of the methods and subject matter of the basic engineering sciences. The student who successfully completes one of the curricula will be well prepared for the study of medicine and will have, in addition, a solid background in engineering. Moreover, the student who decides not to go on to medical school will have an exceptionally wide selection of options, including not only those commonly open to the graduate in engineering, but also those of graduate study in biomedical engineering. In accordance with the recommendations of the School's Premedicine Committee, all curricula include, in addition to the normal degree requirements, the following courses:

**Biology:** Biol 2960, 2970, 3058.

**General Chemistry:** 2 semesters with lab.

**Organic Chemistry:** 2 semesters with lab.

Many medical schools have other assorted prerequisites, which you can find in the Medical Schools Admissions Book. You may purchase this by going to the Association of American Medical Colleges (AAMC) website at [www.aamc.org](http://www.aamc.org) on the publications page, where you can order online.

If you are interested in attending medical or dental school, you must consult and register with the Premedicine Committee before the end of your sophomore year. There is extensive detailed information concerning the Medical College Admission Test, the choice of advanced biology or chemistry courses, and the choice of medical school that should be discussed prior to the beginning of the junior year. Students requesting letters of recommendation

from the Premedicine Committee must do so in writing by the end of the fall semester of the senior year. The Premedicine Committee reserves the right not to write letters for students deemed not qualified.

## Engineering Summer School

The School of Engineering & Applied Science offers a variety of engineering courses each summer. Class times are varied to accommodate both traditional daytime students and those with full- or part-time employment. The Engineering Summer School calendar comprises one full eight-week evening session as well as several accelerated sessions of shorter duration.

If you are interested in enrolling in an engineering summer course, you can obtain further information, advice, and registration materials in 204 Lopata Hall, 314/935-5484.

## University College Courses

Engineering students may enroll in courses offered by Washington University's University College. The School evaluates these courses as if they were taken at another institution. Although a student's official record will show each course with its title, units, and grade, the units and grade are not counted. Each course must be pre-approved and evaluated for its applicability toward an engineering bachelor's degree. If the course is transferable, a separate entry is inserted into the student's record, with the transfer units and the day-school equivalent course. Students must earn a minimum grade of C- for the units to transfer.

## Student Services

### Engineering Student Services

Engineering Student Services, located in Lopata 303, has three main areas: Admissions, Advising Support, and Registrar. Our admissions officers work closely with the University Admissions Office to provide current and useful information to students and parents who are learning about our university, our community, and the opportunities available in the School of Engineering. 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 registrar related processes. Engineering Student Services serves all students, faculty, and staff. For an appointment, call 314/935-6100.

## Engineering Communications Center

The Engineering Communications Center offers all engineering students free help with their engineering communication needs. The faculty who staff the center work with students to define communication 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 both traditional and computer-based presentations. The center also houses videotape facilities for analyzing presentation rehearsals.

## 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 you are looking for a summer internship, a Co-op, or a full-time job, we are here to help. The Career Center offers a breadth of resources, including Career Options; an online job, Co-op and internship database; the Engineering Mentoring Program; Job and Internship Search Teams; 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 establish a relationship. To schedule an advising appointment, please contact 314/935-5930 or [careers@wustl.edu](mailto:careers@wustl.edu), or visit the website at [www.careers.wustl.edu](http://www.careers.wustl.edu).

## Course Descriptions

For administrative purposes, the School is subdivided into five academic departments. Each department may offer courses leading to one or more bachelor's, master's, and doctoral degrees.

The courses of instruction are numbered according to the following system:

- 100 to 199 are primarily for first-year students.
- 200 to 299 are primarily for sophomores.
- 300 to 399 are primarily for juniors.
- 400 to 499 are primarily for juniors and seniors, although certain courses may carry graduate credit.
- 500 or above are offered to graduate students and to juniors and seniors who have met all stated requirements. If there are no stated requirements, juniors and seniors should obtain permission of the instructor.

One unit of credit is given for each hour of lecture, and one unit for each two and one-half hours of laboratory. Each course description shows the course's credit. A table of all engineering courses and, for each course, the division of its topics units is available and frequently updated on the School's website at [www.engineering.wustl.edu](http://www.engineering.wustl.edu).

## First-Year Program

This first-year program is offered as a starting point for beginning students and their advisers when planning each student's individual course schedule.

A typical first-year course load totals 14 to 16 units for each semester, and it is not wise to enroll for more than 16 units during the first semester. It may be that a load of less than 14 units is desirable. You should enroll in the following courses:

**Calculus:** Beginning engineering students with previous calculus course work usually begin with Math 132 (Calculus II). Students with a strong mathematics background may be ready for Math 233 (Calculus III) or even Math 217 (Differential Equations).

**Physics and/or Chemistry:** If biomedical engineering or chemical engineering is a likely major, chemistry and physics should be completed during the first year; for other majors, physics is the recommended choice.

**Other courses:** Most first-year engineering students also enroll in one or more humanities/social sciences courses, engineering courses at the 100 level, and perhaps a computer science course. If you have a major or are strongly leaning toward a major, you should follow the recommendations for that major.

**English Composition:** The English composition requirement must be completed as soon as possible. See Degree Requirements for further details on this requirement.

Suggested Courses for First Semester	Units
Mathematics (Math 132)	3
Physics (Physics 117A or 197)	4
Chemistry (Chem 111A and 151) (Biomedical Engineering, Chemical Engineering and Premedicine)	5
Humanities/social sciences elective	3
Engineering course(s)	3–6
Suggested Courses for Second Semester	Units
Mathematics (next course)	3 or 4
Physics (Physics 118A or 198)	4
Chemistry (Chem 112A & 152) (Biomedical Engineering, Chemical Engineering, and Premedicine)	5
Humanities/social sciences elective	3
Engineering course(s)	3–6

## 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 146A, first semester.

**Computer Engineering:** CSE 131 first semester, CSE 132 second semester.

**Computer Science:** CSE 131-132, first and second semester; CSE 240, second semester.

**Electrical Engineering:** CSE 131 and ESE 103 first semester.

**Mechanical Engineering:** MEMS 202 first semester.

**Systems Science and Engineering:** CSE 131, first semester; ESE 309, first or second semester.

**Contact Person:** Engineering Student Services

**Phone:** 314/935-6100

**Departmental website:** <http://www.engineering.wustl.edu>

# Engineering: Engineering Requirements

## Degree Requirements

### Professional Degrees

To earn any of the professional degrees (B.S. in ...), you must satisfy all of the following general distribution requirements:

1. Complete the Common Studies program (**see chart**).
2. Satisfy the specific degree requirements of one of the professional degree programs, as outlined in other sections of this Bulletin.
3. Satisfy the requirements listed under All Undergraduate Degrees (below).

### The Bachelor of Science

To earn the Bachelor of Science degree (applied science or major in ...), you 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. Satisfy the English composition, humanities, and social sciences requirements of the School of Engineering.
4. Complete at least 42 of the total 120 units at the 300 level or higher.
5. Complete the specific requirements of the major.
6. Satisfy the requirements outlined under All Undergraduate Degrees.

### All Undergraduate Degrees

To earn any undergraduate degree in the School, you must accomplish all the following:

1. Earn at least a C (2.0) cumulative grade point average in all applicable courses taken at Washington University.
2. Earn at least the minimum total number of units specified for the particular degree. All degrees require students to complete at least 120 applicable units.
3. Earn at least a C (2.0) grade point average in your major area of study.
4. Satisfy the School's residency requirement by completing a minimum of 30 units of 300-level or higher courses from the School, while matriculated at Washington University in a degree program. An engineering course transferring from an exchange program sanctioned by the School of Engineering may be counted as a School equivalent course for the purpose of satisfying this requirement.

**For students pursuing multiple engineering B.S. degrees, for each B.S. degree from the School, these 30 resident units must include at least 15 units of courses that:**

- Are not included in any Common Studies requirement, and

- Are specifically listed as required or elective for the specific degree program, and

- Are not used to satisfy this residency requirement for any other B.S. degree from the School.

5. Complete the English composition requirement.

**For students who enter starting Fall 2011, requirement 4 above will change as follows:**

4. Satisfy all of the following residency requirements:

**A.** Complete a minimum of 30 units of 300-level or higher courses from the School, while matriculated at Washington University in a degree program. An engineering course transferring from an exchange program sanctioned by the School of Engineering 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 B.S. courses, for each additional B.S. degree from the School, students must complete an additional 15 resident units of 300-level or higher courses from the School, which are in addition to the 30 units of 300-level or higher engineering courses that are listed in 4A above.

### English Composition Requirement

Every student must demonstrate proficiency in reading and writing the English language. Students are considered proficient if they have earned one of the following scores: a 5 on the Advanced Placement English Examination of the College Board, or a score of 750 or higher on the SAT W examination, or a score of 36 on the ACT English exam, or a score of 7 on the International Baccalaureate examination. Proficiency is most commonly demonstrated by satisfactory performance on the Freshman English Composition proficiency test administered by the School of Engineering.

Students who do not demonstrate satisfactory proficiency on the test are required to enroll the following semester in the course or sequence of courses specified by the test's administrator. The School's English composition requirement is then satisfied only by a grade of C+ or better in the University's Writing 1 course (E Comp 100). English composition courses taken at other institutions to satisfy the School's requirement must be pre-approved by the School's English composition coordinator. If the course is so approved, the student must pass with a grade of B or better. Writing 1 does not count toward the Humanities and Social

Sciences requirement of the School of Engineering. Waivers of the Writing 1 requirement via the AP, SAT, ACT, IB, or other proficiency exam do not carry degree credit.

The English composition requirement must be completed as soon as possible. Undergraduate students who have not yet satisfied this requirement must enroll in Writing 1 (or an approved alternative course) at the first possible opportunity, commonly their first spring semester. Enrollment in English composition courses for subsequent semesters may be required until the proficiency requirement is satisfied.

Before enrolling in Writing 1, some students may be required to complete English Composition 1001 or 200; these courses will not be counted toward the student's degree requirements.

## Humanities and Social Sciences Requirement

To earn any bachelor's degree from the School, you 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 science courses, other than transfer courses, may be taken for pass/fail credit.
2. **Breadth:** at least 6 units of the 18 must be in the humanities and at least 6 units must be in the social sciences.
3. **Upper-level:** at least 3 units of the 18 units completed must be from one or more courses numbered 300 or higher.

The School categorizes Washington University courses as being humanities or social sciences using the College of Arts & Sciences course classification system. Courses that are labeled TH (Textual and Historical Studies) and LA (Languages and the Arts) satisfy the School's humanities requirement. Courses that are labeled SS (Social Sciences) satisfy the School's social sciences requirement.

Washington University courses labeled NS (Natural Sciences and Mathematics), and courses not classified as SS, TH, or LA, do not count toward the School's humanities and social sciences requirement.

College of Art courses, coded as F10 and F20 courses, will count toward the School's humanities requirement. College of Architecture courses and School of Business courses that are approved through Engineering Student Services will count toward the School's humanities or social sciences requirement.

Other Washington University courses (e.g., University College), and courses taken elsewhere, are treated as transfer courses. Transfer courses must be approved by Engineering Student Services as acceptable transfer credit and as applicable humanities and social sciences courses. All transfer courses must be

taken for credit (not pass/fail), and students must earn a C– or better in transfer courses for the credit to transfer to the School. Grades do not transfer.

## Applicable Undergraduate Engineering Degree Requirements

Undergraduate engineering students are required to satisfy those engineering degree requirements that are published in the Undergraduate Programs bulletin when 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 Undergraduate Programs catalog 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 Undergraduate Programs catalog is defined as the catalog in effect when the student re-enrolls in the 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 transfer back and graduate from the School, and more than 10 years have elapsed since the student was first enrolled as an undergraduate engineering degree-seeking student, the most recent Undergraduate Programs catalog is defined as the catalog in effect when the student files an intent to graduate for an engineering undergraduate degree. The course work the student intends to complete and transfer back to the School must be approved by the School before the student enrolls in the course work.

## Definition of Class Levels

For classification purposes, your undergraduate class level is defined according to the year in which you intend to graduate.

## Engineering: Academic Honors & Awards

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**Dean's List:** The Dean's List is composed of freshman, sophomore, junior, and senior engineering students who, for the preceding semester, have achieved a 3.6 or higher grade point average based on a minimum of 12 units of courses taken for grades (not pass/fail). An appropriate entry is added to their official transcripts.

**Latin Honors:** The School's Undergraduate Board has the responsibility for determining which students will receive the designations *cum laude*, *magna cum laude*, and *summa cum laude*. The criterion for making the decision is academic achievement, and cumulative grade point average is the primary indicator of academic achievement. Grade point averages are reviewed the week of Commencement, after final grades are submitted, to determine which students are awarded final honors for each graduation year.

**Washington University Engineers' Scholarship Program:** The Engineers' Scholarship Program enables a sponsor—an individual, a group of individuals, or a company—to provide a named scholarship. The selection of students is made by the dean's office and is based on academic achievement and potential for professional attainment. There is no application process. The awards are need-based. The total amount of the financial aid package does not change, but the source of the scholarship funds is shifted to funds that have been specifically contributed to the University for that purpose.

# Engineering: Academic Regulations

## Attendance

Each professor in the School of Engineering & Applied Science decides how many absences you 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. You are expected to explain to your professors the reasons for any absences and to discuss with them the possibility of making up missed assignments.

## Units and Grades

A credit unit is the equivalent of one recitation or lecture hour a week for one semester, or one laboratory of two and one-half hours a week for one semester. A student's work is rated in terms of the following system of grades and grade points:

Grade		Points per Unit
A+		4.0
A		4.0
A-		3.7
B+		3.3
B		3.0
B-		2.7
C+		2.3
C		2.0
C-		1.7
D+		1.3
D		1.0
D-		0.7
F		0.0
P	Pass	0.0
F	Failing	0.0
I	Course work incomplete	
W	Withdrawal	
R	Repeat	
L	Successful audit	
Z	Unsuccessful audit	
N	No grade submitted	

For students who entered prior to Fall 2010, plus and minus marks to the grades of A, B, C, D, and F do not affect the value of the grade points earned by each letter grade.

To graduate, a student must meet the following criteria:

1. at least a C (2.0) cumulative average and

2. at least a C (2.0) cumulative average in your major area of study

## Auditing a Course

You may register for a specific course as an auditor. When a student uses the Audit grading option, the student is expected to attend all of the course's classes. Completion of homework and the taking of exams are not required. The grade L signifies a successful audit (class attendance) and the grade Z signifies an unsuccessful audit. Neither grade affects a student's grade point average, nor do the course's units contribute to the student's total cumulative units. Audit courses do not count toward any degree. Class attendance is required to earn the grade L; unsatisfactory attendance will result in a grade of Z. Certain computer science courses do not allow students with auditor status.

## Incomplete Grades

The grade I (incomplete) indicates that the work of a student has been generally acceptable but that extenuating circumstances led to certain requirements not having been met. The grade of X is recorded when a student is absent from a midterm or final examination because of illness or other unavoidable reason, provided the work has been otherwise satisfactory.

Grades of X and I must be removed no later than the close of the next full semester a student is in residence. On failure to make up an X or I, the student will not receive credit for the course, and the grade will be changed to F unless the student has been explicitly excused by the associate dean.

## Pass/Fail Option

All undergraduate engineering students are eligible to register each semester for up to 6 units on the pass/fail option, up to a maximum of 18 units attempted. Only elective courses may be taken on this option, including courses in other divisions of the University: 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 your major program. Some programs do not allow courses, required or elective, in the program to be taken with the pass/fail option. Graduate courses taken on the pass/fail basis cannot be transferred later for credit toward a graduate degree. A given course may be selected on the pass/fail option only once.

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. The normal regulations for withdrawal or change to auditor status also apply to pass/fail courses.



A final grade of P# (pass) will replace the normal letter grade and will earn degree credit. A final grade of F# (fail) will be entered on the official record as F# and will not earn degree credit. Neither P# nor F# will affect the grade point average.

## Minimum and Maximum Course Loads

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 and additional per-unit tuition charge.

## Repeating a Course

If a student repeats a course, only the second grade is included in the calculation of the grade point average. Both enrollments and grades are shown on the student's official transcript. The symbol R next to the first enrollment's grade indicates that the course was later retaken. Credit toward the degree is allowed for the latest enrollment only.

## Academic Probation and Suspension

A student whose work is of unsatisfactory quality is placed on academic probation. If a student on probation doesn't improve his or her academic record after a reasonable time, probation is followed by dismissal. The regulations governing probation and dismissal are as follows:

1. At the close of each semester, each student's semester grade point average is computed as the total grade points earned during the semester divided by the total credit units attempted. At the same time, the cumulative grade point average is computed as the quotient of the cumulative total of grade points over the cumulative total of credit units attempted. The computations are made on the basis of the grade point scale indicated in the section on grades. Courses taken on a pass/fail basis are not included in these calculations.
2. At the close of each semester, each student's semester and cumulative grade point averages are reviewed. If either is below 2.0, the probation rules stated below apply and the student is notified of any academic probation or dismissal action.
3. At the end of a semester, any student who in the judgment of the associate dean is not making adequate academic progress is required to meet with the student's adviser before enrollment is allowed for the following semester.
4. A student who is dismissed may, if he or she desires to continue, present a written statement setting forth reasons why the student believes the situation should

be reconsidered. This statement should be addressed to the Undergraduate Academic Standards Committee and forwarded via the associate dean, Lopata 303.

## Probation and Dismissal Rules

1. Probation follows any semester during which either the semester or cumulative grade point average is less than 2.0, or a student has three I (incomplete) grades at the end of a semester, or a student was enrolled in credit courses and earns no degree credit at the end of a semester.
2. If a student has been on academic probation twice previously, dismissal may follow the next time the student is eligible for probation.
3. Dismissal may result if a student becomes eligible for probation in two sequential semesters.
4. Dismissal may result if any course is failed twice.

## Leaves of Absence

Engineering students may petition to take a leave of absence. On a leave of absence, you are assured re-enrollment within the next two years. Before returning you are to notify the 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 Student Health Services submitted to the appropriate dean in the 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 Student Health Services and the student's file.

## Transfer Credit

You must get prior approval before taking a course at another university. After completing the course, have an official copy of the transcript sent to the 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.

## Military Training

Army and Air Force ROTC programs are available at Washington University.

A student in the School of Engineering who takes an ROTC course will have the course name, number, credit units, and grade entered on the official transcript. If the course is numbered 100–299, the course's units and grade will not apply toward the student's degree requirements; if the course is numbered 300–499 and the grade is D- or better, the course's units will apply toward the student's degree requirements (as a free elective) but the grade will not affect the student's cumulative or semester grade point average.

See course descriptions for **Air Force ROTC** and **Army ROTC**.

## Physical Education

Students in the School of Engineering are not required to enroll in physical education courses. These courses may be taken for recreation but not for academic credit.

## University College

Engineering students may enroll in courses offered by Washington University's University College. The school evaluates these courses as if they were taken at another institution. Although a student's official record will show each course with its title, units, and grade, the units and the grade are not counted. Each course must be pre-approved and evaluated for its applicability toward an engineering bachelor's degree. If the course is transferable, a separate entry is inserted into the student's record with the transfer units and the day-school equivalent course. Students must earn a minimum grade of C- for the units to transfer.

## Engineering: Administration

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**Dean's Office**

314/935-6350

**Department of Biomedical Engineering**

314/935-6164

**Department of Computer Science and Engineering**

314/935-6160

**Department of Electrical and Systems Engineering**

314/935-5565

**Department of Energy, Environmental, and Chemical Engineering**

314/935-5545

**Department of Mechanical Engineering and Materials Science**

314/935-4337

**Engineering Student Services**

314/935-6100

# Engineering: 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.

As a student majoring in biomedical engineering, you will have the opportunity to participate in the research activities of engineering and medical faculty via the University's Institute of Biological and Medical Engineering, which offers world-class programs in biomedical and biological imaging, cardiovascular engineering, cell and tissue engineering, molecular engineering, and neural engineering. All students in biomedical engineering are encouraged to join and be active in the Biomedical Engineering Society.

## Mission Statement

Our **departmental mission** is to serve society as a center for learning and knowledge-creation in engineering and science for the purpose of advancing biology and medicine.

Our overall educational objective is to prepare those receiving a bachelor's degree in biomedical engineering for a variety of career paths. To that end, our undergraduate curriculum is designed to provide technical proficiency as well as communication and other professional skills so that our graduates will be able to:

- Pursue careers in the biomedical engineering industry or related fields.
- Undertake advanced study (e.g., M.S., Ph.D.) in biomedical engineering or a related field, in preparation for careers utilizing this further training.
- Complete professional degrees (e.g., in medicine, dentistry, law, business) in preparation for careers utilizing those degrees.

## Academic Programs

The Bachelor of Science in Biomedical Engineering (B.S.–B.M.E.) is designed to prepare graduates for the practice of engineering at a professional level and meets nationally recognized criteria for accreditation.

The curriculum that meets accreditation criteria is structured around a basic core of 99 units. In addition, a complementary set of courses totaling at least 21 units completes the degree requirements. The latter courses will be elected from the sciences (biology, chemistry, physics), mathematics, or engineering.

In order to satisfy Accreditation Board for Engineering and Technology (ABET) accreditation requirements, all professional engineering curricula at the baccalaureate level must include the

equivalent of one and one-half years of engineering topics, to include engineering sciences and engineering design appropriate to biomedical engineering. The B.S.–B.M.E. degree at Washington University requires 48 credits of engineering topics. To satisfy this requirement, students pursuing a B.S.–B.M.E. degree, with the approval of their academic advisers, are free to take any engineering courses for which they have the necessary prerequisites, including available 500-level (graduate) BME courses. They may also receive up to 6 units of academic credit for a research or design project, by registering for BME 400, 400A, 400B, or 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 unit requirements, please refer to the BME Undergraduate Studies Manual, available in the Biomedical Engineering Department in Whitaker 190.

## Double Majors

An option available to students majoring in Biomedical Engineering is the double major, leading to a second professional Bachelor of Science degree in one of the other engineering disciplines in four years. A degree in Biomedical Engineering combined with a professional degree in one of the traditional engineering disciplines can be expected to enhance employment options in industry. Depending upon the second major chosen, total unit requirements may range from 140 to 148 (or less if the student enters with AP credits). Hence, some summer work may be necessary in order to complete a double major within four academic years. To determine the specific requirements to be satisfied for both degrees, students are urged to consult with an adviser in the second department as early as possible.

## Chair

### Frank C-P Yin

Stephen F. and Camilla T. Brauer Distinguished Professor  
Ph.D., M.D., University of California–San Diego  
Biomechanics, biofluid mechanics, cell mechanics

## Associate Chair and Associate Professor

### Jin-Yu Shao

Ph.D., Duke University  
Cell mechanics, receptor and ligand interactions, molecular biomechanics

## Endowed Professors

### Igor R. Efimov

Lucy & Stanley Lopata Distinguished Professor of Biomedical Engineering  
Ph.D., Moscow Institute of Physics and Technology

Cardiac imaging, mechanisms of arrhythmias, implantable stimulators

**Yoram Rudy**

Fred Saigh Distinguished Professor  
Ph.D., Case Western Reserve University  
Cardiac electrophysiology, modeling of the cardiac system

**Larry A. Taber**

Dennis and Barbara Kessler Professor  
Ph.D., Stanford University  
Mechanics of growth and development, cardiac mechanics

**Lihong Wang**

Gene K. Beare Distinguished Professor  
Ph.D., Rice University  
Biophotonics and multimodality optical imaging

**Younan Xia**

James M. McKelvey Professor of Materials  
Ph.D., Harvard University  
Nanostructured materials, self-assembly, soft matter

**Senior Professor**

**Salvatore P. Sutera**

Ph.D., California Institute of Technology  
Viscous flow, rheology of suspensions, biomechanics

**Associate Professors**

**Jianmin Cui**

Ph.D., State University of New York–Stony Brook  
Ion channels, channel structure-function relationship, biophysics

**Donald L. Elbert**

Ph.D., University of Texas at Austin  
Biomaterials, polymer chemistry, proteomics

**Daniel W. Moran**

Ph.D., Arizona State University  
Motor control, neural engineering, neuroprosthetics, movement biomechanics

**Rohit V. Pappu**

Ph.D., Tufts University  
Macromolecular self assembly and function, computational biophysics

**Shelly E. Sakiyama-Elbert**

Ph.D., California Institute of Technology  
Cell adhesion, nerve regeneration, protein engineering

**Kurt A. Thoroughman**

Ph.D., Johns Hopkins University  
Human motor control and motor learning, neural computation

**Assistant Professors**

**Dennis L. Barbour**

M.D., Ph.D., Johns Hopkins University  
Auditory physiology, sensory cortex neurocircuitry, functional neuronal imaging

**Vitaly Klyachko**

Ph.D., University of Wisconsin–Madison  
Synaptic function and plasticity, neural circuits, information analysis, neurological disorders

**Baranidharan Raman**

Ph.D., Texas A & M University  
Computational and systems neuroscience, neuromorphic engineering, pattern recognition, sensor-based machine olfaction

**The Major in Biomedical Engineering**

**The Basic Core**

The B.S. in Biomedical Engineering curriculum that meets accreditation criteria is structured around a basic core of 99 units, outlined below. In addition, a complementary set of courses totaling at least 21 units (making the total to 120 units) completes the degree requirements. The latter courses will be elected from the sciences (biology, chemistry, physics), mathematics, or engineering. Students in BME also may receive up to 6 units of academic credit for a research or design project, by registering for BME 400, 400A, 400B, or 400C Independent Study (please see the department for the policy on Independent Study). Finally, all students in BME must complete the English Composition requirement (please see the Engineering Degree Requirements page), which may be satisfied by examination or a minimum grade of C+ in E Comp 100.

Physical Sciences Units

General Chemistry (Chem 111A, 112A)	6
General Chemistry Laboratory I, II (Chem 151, 152)	4
General Physics (Physics 117A, 118A)	8
	18

Biological Science	
Principles of Biology I (Biol 2960)	4
Principles of Biology II (Biol 2970)	4
Physiological Control Systems (Biol 3058)	2
	10
Mathematics	
Calculus II & III (Math 132, 233)	7
Differential Equations (Math 217)	4
Engineering Mathematics (ESE 317)	4
Probability and Statistics for Engineers (ESE 326)	3
	18
Engineering Science	
Computer Science (CSE 131) or Engineering and Scientific Computing (CSE 200)	3
Introduction to Electrical Networks (ESE 230)	4
Engineering Electromagnetics Principles (ESE 330)	3
Transport Phenomena in Biological Processes (ChE 366) or Transport Phenomena I (ChE 367)	3
	13
Biomedical Engineering	
Introduction to Biomedical Engineering (BME 140)	3
Biomechanics (BME 240)	3
Quantitative Physiology I, II (BME 301A, 301B)	7
Bioengineering Thermodynamics (BME 320B)	3
Biomedical Engineering Design (BME 401)	3
	19
Other	
Humanities and social sciences	15
Engineering Practice and Professional Values (EP 450)	3
Technical Writing (ENGR 310)	3
	21
<hr/> Total, Basic Core	<hr/> 99

## Double Majors in Biomedical Engineering

An option available to students majoring in Biomedical Engineering is the double major, leading to a second professional Bachelor of Science degree in one of the other engineering disciplines in four years. A degree in Biomedical Engineering combined with a professional degree in one of the traditional engineering disciplines can be expected to enhance employment options in industry. Depending upon the second major chosen, total unit requirements may range from 140 to 148 (or fewer if the student enters with AP credits). Hence, some summer work may be necessary in order to complete a double major within four academic years. To determine the specific requirements to be satisfied for both degrees, students are urged to consult with an adviser in the second department as early as possible.

There are no Biomedical Engineering minors. Please see the complete list of minors offered in the School of Engineering and Applied Science.

### E62 BME 140. Introduction to Biomedical Engineering

An introduction to the vast and diverse field of biomedical engineering. The course comprises four modules reflecting the four tracks of our curriculum: biomechanics, bioelectrical systems, biomolecular systems, and biotechnology, plus an additional module on imaging. There are two major purposes of this course. First, via introductory lectures and homework exercises, to teach students basic engineering approaches to solving problems related to each track. Second, to expose students to current approaches to each of these topics by way of guest lectures by faculty discussing their current research. The emphasis throughout is to encourage self-exploration and to develop thinking as well as quantitative and analytical problem-solving skills. Corequisites: Physics 117A, Chem 11aA, and college-level calculus.

Credit 3 units.

### E62 BME 201. From Concept to Market—The Business of Biomedical Engineering

This seminar course introduces students to the fascinating and complex process of bringing new medical technologies from the concept stage to the market place. The course draws on experiences of successful entrepreneurs and industry professionals to address some of the most important elements of the technology life cycle. Topics include the theory, practice, challenges and opportunities of business strategy development; FDA regulations; product development; finances; sales and marketing; patents and intellectual property protection; team and corporate culture; and professional ethics. The course exposes students to the real-world experiences of guest speakers with diverse backgrounds including practicing engineers, entrepreneurs, attorneys, investors, indus-



trial psychologists, team development professionals, career development coaches, and other relevant professionals. The course provides fun, thought-provoking and interactive learning throughout the semester, culminating in presentations by student groups at the end of the semester in lieu of a final exam. Student teams each conceive a hypothetical medical product and develop and present a complete business plan addressing issues covered throughout the course. Students bring remarkable creativity and imagination to the final project, bringing the course to a rousing conclusion. Business, Arts & Sciences, and other nonengineering students are encouraged to join the course and take advantage of the value it offers. Prerequisite: BME 140 or permission of the instructor.

Credit 3 units.

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**E62 BME 240. Biomechanics**

Principles of static equilibrium and solid mechanics applied to the human anatomy and a variety of biological problems. Statics of rigid bodies with applications to load-bearing joints and other structures of the human body. Mechanics of deformable media including soft biologic tissues. Growth and residual stress in living tissue. Stress analysis of bone, muscle, arteries, and the heart. Prerequisite: Math 217.

Credit 3 units.

---

**E62 BME 301A. Quantitative Physiology I**

A course (lectures 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 nerve action potentials; electromyography; and skeletal muscle mechanics. Prerequisites: BME 140, CSE 131, ESE 230, Biol 296A, SSM 317, or permission of instructor. Corequisites: Biol 3050 or 3059, ESE 317, EP 310, or permission of instructor.

Credit 4 units.

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**E62 BME 301B. Quantitative Physiology II**

A course (lecture and supervised laboratory sessions) designed to elaborate the physiological background necessary for advanced work in biomedical engineering. A quantitative model-oriented approach to physiological systems is stressed. Topics include electrocardiography; heart contractility; pulse wave propagation in arteries; pulmonary function; renal function; immune system; drug delivery. Prerequisites: BME 140, CSE 131 or 200, ESE 230, ESE 317, Biol 3058, or permission of instructor. Corequisites: EP 310 or permission of the instructor.

Credit 3 units.

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**E62 BME 314. Physics of the Heart**

Same as Physics 314

Credit 3 units.

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**E62 BME 320B. Bioengineering Thermodynamics**

The target audience for this course is juniors majoring in Biomedical Engineering. Those who do not fit into this category need permission from the course master to enroll in this course, as space is limited. The course begins with a review of probability theory and multivariate calculus; this is followed by a discussion of the foundations of chemical thermodynamics, including mass, energy and entropy balances, the laws of thermodynamics and its applications, and its applications for the study of ideal and non-ideal mixtures. These foundations are used to segue into statistical mechanics, ensemble theory, chemical and physical equilibria, the thermodynamics of solvation processes, electrochemical equilibria, physical and chemical kinetics. Finally, the course concludes with a detailed discussion of intermolecular forces and an introductory discussion of phase transitions. A strong background in multivariate calculus is a necessary prerequisite for this course. The lectures and homework are based on the user-friendly textbook, *Molecular Driving Forces: Statistical Thermodynamics in Chemistry and Biology*, by Ken A. Dill and Sarina Bromberg, published by Garland Science.

Credit 3 units.

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**E62 BME 400. Independent Study**

Independent investigation on topic of special interest. This course has no engineering topics units. Prerequisites: junior or senior standing and permission of program director.

Credit variable, maximum 6 units.

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**E62 BME 400A. Independent Study**

Independent investigation on a topic of special interest. This course has 1 unit of engineering topics. The student and mentor must justify the number of engineering topic units being requested and the BME department's accreditation committee must approve the requested number of engineering topics. Prerequisites: junior or senior standing and permission of program director.

Credit variable, maximum 6 units.

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**E62 BME 400B. Independent Study**

Independent investigation on a topic of special interest. This course has 2 units of engineering topics. The student and mentor must justify the number of engineering topic units being requested and the BME department's accreditation committee must approve the requested number of engineering topics. Prerequisites: junior or senior standing and permission of program director.

Credit variable, maximum 6 units.

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**E62 BME 400C. Independent Study**

Independent investigation on a topic of special interest. This course has 3 units of engineering topics. The student and mentor must justify the number of engineering topic units being requested

and the BME department's accreditation committee must approve the requested number of engineering topics. Prerequisites: junior or senior standing and permission of program director.  
Credit variable, maximum 6 units.

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**E62 BME 401. Biomedical Engineering Design**

A design project experience to prepare students for engineering practice. Working individually or in small groups, students undertake an original design or redesign of a component or system of biotechnological significance. The design experience requires application of knowledge and skills acquired in earlier classes and laboratory work; it incorporates engineering standards and realistic constraints that include most of the following considerations: economic, environmental, ethical, manufacturability, sustainability, health and safety, social and political. Students prepare written reports and present their designs orally to their classmates and panels of faculty members and industrial representatives. Prototype construction is not generally required but may be encouraged subject to available time and financial and material resources. Prerequisite: BME 301A, BME 301B, and senior standing.  
Credit 3 units.

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**E62 BME 402. Senior Design II**

BME 402 is a continuation of the BME 401 class. Working in small groups, students take a paper design completed in BME 401, and build a prototype. The students evaluate, optimize, and undertake the building of the design. The design experience requires application of knowledge and skills acquired in earlier coursework; it incorporates engineering standards and realistic constraints that include most of the following considerations: economic, environmental, sustainability, manufacturability, ethical, health and safety, social, and political. Students prepare written reports and participate in oral design reviews to a panel of faculty members and industrial representatives. Prototype construction is the final goal of the class. Prerequisites: BME 401, senior standing, and approval of the instructor.  
Credit 3 units.

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**E62 BME 421. Kinetics of Receptor-Mediated Processes**

Same as BME 521  
Credit 3 units.

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**E62 BME 433. Biomedical Signal Processing**

Same as BME 533  
Credit 3 units.

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**E62 BME 458A. Biological Transport**

Same as BME 558  
Credit 3 units.

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**E62 BME 459. Intermediate Biomechanics**

Same as BME 559  
Credit 3 units.

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**E62 BME 459A. Intermediate Biomechanics**

Same as BME 559A  
Credit 3 units.

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**E62 BME 461. Principles of Protein Structure**

The goal of the course is to provide a foundation for understanding the molecular determinants of protein structure, sequence-structure relationships, protein evolution, and protein design. The course is divided into three modules: (1) Quantitative understanding of protein structures and sequence-structure relationships; (2) Protein stability; and (3) Protein folding and design. This course is a 400-/500-level course. Students who enroll in BME 5610 have to do a computational project pertaining to protein design or protein homology modeling and turn in a project report. Prerequisites: Biol. 2960, ChE 320 and ESE 326, or consent of instructor.  
Credit 3 units.

---

**E62 BME 462. Protein Function and Interactions**

This course focuses on the interactions between proteins, nucleic acids, small molecules, and drugs. We begin with the elements of molecular recognition, binding and prediction of interactions. We next move on to molecular kinetics, inhibition and allosteric regulation. Finally we look at modeling regulatory networks and signaling pathways using systems biology approaches.  
Credit 3 units.

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**E62 BME 463. Orthopaedic Biomechanics—Bones and Joints**

Same as BME 563  
Credit 3 units.

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**E62 BME 464. Special Topics: Orthopaedic Biomechanics—Cartilage/Tendon**

Same as BME 564  
Credit 3 units.

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**E62 BME 467. Cardiovascular Engineering II: Cardiac Mechanics**

Same as BME 567  
Credit 3 units.

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**E62 BME 468. Cardiovascular Dynamics**

Same as BME 568  
Credit 3 units.

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**E62 BME 471. Bioelectric Phenomena**

This course is a quantitative introduction to the origins of bioelectricity with an emphasis on neural and cardiac electrophysiology. Topics include electric fields and current flow in volume conductors; cell membrane channels and their role in generating membrane potentials; action potentials and their propagation in myelinated and unmyelinated axons as well as cardiac tissue. Minor topics of discussion include both skeletal muscle and nonhuman (e.g. electric fish) sources of bioelectricity. Prerequisite: ESE 330.

Credit 3 units.

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**E62 BME 472. Biological Neural Computation**

Same as BME 572

Credit 3 units.

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**E62 BME 477. Special Topics: Biomedical Measurements—Theory and Applications**

Whether collecting data on Mars, in the operating room, during an important undersea experiment, for a clinical trial, or while performing a ubiquitous activity such as pouring water into a laboratory flask, engineers and scientists rely on the quality of data measured. A brilliant research experiment, a novel product or a forensic result will stand the pressure of criticism only if peers accept the underlying measurements. Open to all engineering fields, this course builds the fundamentals of measurements. Throughout a course split between theory and in-class practice, students explore examples from biomedicine as well as other engineering fields. Prerequisites: ESE 230, ESE 326 (or equivalent), calculus, or permission of instructor.

Credit 3 units.

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**E62 BME 4902. Special Topics: Cellular Neurophysiology**

Same as BME 5902

Credit 3 units.

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**E62 BME 4903. Physical Methods for Biomedical Scientists**

Same as BME 5903

Credit 3 units.

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**E62 BME 499. Independent Study**

Undergraduate independent study.

Credit 3 units.

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**Phone:** 314/935-6164

**Departmental website:** <http://engineering.wustl.edu/UnderProgBME.aspx>

# Engineering: Computer Science and Engineering

## About Computer Science

Computer science is an interdisciplinary field, both in its origin and in its application. Computer science plays an important role in virtually all fields, including science and medicine, music and art, business, law, and human communication. Whether your goal is to become a practicing computer scientist or to take a few courses to develop a basic understanding of computer science for application to another field, the Department of Computer Science and Engineering at Washington University is committed to helping you gain the background you need.

People are attracted to the study of computer science for a variety of reasons. Consequently, the department offers a wide variety of academic programs, including a five-course minor, a second major, several undergraduate degrees, combined undergraduate and graduate programs, as well as undergraduate research opportunities and an undergraduate honors program. Each academic program can be tailored to your individual needs.

The field of computer science is very broad, encompassing all aspects of the design, analysis, implementation, and use of computer technology. These aspects may be best understood in terms of the general categories of software systems, hardware, theory, and applications.

**Software Systems** are collections of interacting software components that work together to support the needs of computer applications. Courses in this area help you gain a solid understanding of how software systems are designed and implemented. Examples include operating systems that manage computational resources, network protocols that are responsible for the delivery of information, compilers that translate computer programs into executable form, and programming languages that support the construction of software systems and applications.

**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 that carry out basic computations, computer architecture that defines the organization of circuitry in a computer system, and peripheral devices such as disks and robot arms that are controlled by the computer system.

**Theory** is the study of fundamental possibilities and limitations of computer systems. A background in theory will help you choose among competing design alternatives on the basis of their relative efficiency and will help you to verify that your implementations satisfy the specified requirements. Theory courses provide background in algorithms that describe how a computation is to be carried out, data structures that specify how information is to be organized within the computer, analysis that characterizes the time or space requirements of a problem or solution, and verification techniques for proving that solutions are correct.

**Applications** are the ways in which computer technology is applied to support work in other disciplines. Most applications courses provide background not only in the applications themselves but also in how the applications are designed and implemented. Applications areas include artificial intelligence, computer graphics, and robotics.

A typical well-rounded study of computer science will include background in each of these areas. However, depending on your educational goals, you may prefer to concentrate on certain areas for greater depth of knowledge. To help you balance your elective courses, most upper-level computer science courses are numbered with a designation in one of these categories: S for software systems, M for machines (hardware), T for theory, and A for applications. You are encouraged to meet with a faculty adviser in the Department of Computer Science and Engineering to discuss your options and develop a plan consistent with your goals.

## About Computer Engineering

The mission of the undergraduate program in computer engineering is to instill in students the knowledge and perspective appropriate for a professional career and for the pursuit of an advanced degree in computer engineering and its related fields. Such principles and practices include rigorous quantitative reasoning and robust engineering design in the context of a comprehensive and contemporary education in the engineering of computer systems. This includes developing an understanding of hardware and software issues as well as their interactions. Our graduates pursue studies leading to a knowledge of hardware systems (e.g., electrical networks, VLSI); a knowledge of software systems (e.g., algorithms, operating systems); and a knowledge of how these two domains interact (e.g., digital logic, computer architecture). The objectives of this program are to provide: (1) a breadth of knowledge in general engineering, computer engineering, and related topics; (2) a depth of knowledge in more focused areas of computer engineering; and (3) a general set of skills related to "preparation for life" (e.g., communication skills, etc.).

Computer engineering encompasses studies of hardware, software, and systems issues that arise in the design, development, and application of computers. Graduates with the Bachelor of Science Degree in Computer Engineering are prepared to understand the technical issues, evaluate the tradeoffs, and master the techniques for designing computer systems. They also are prepared to communicate clearly in oral and written form.

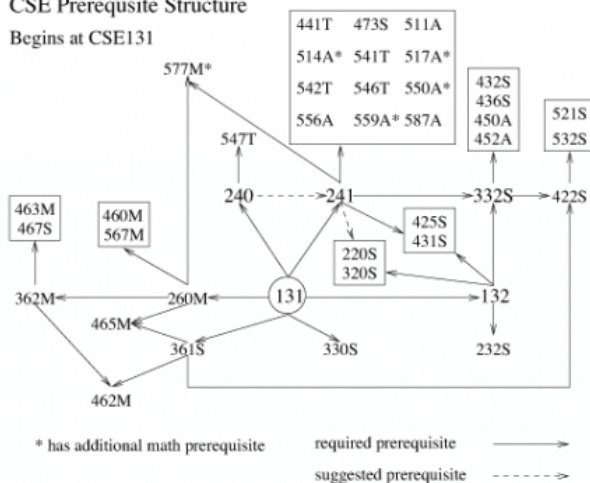
Training is provided through a variety of courses in computer science and electrical engineering; involvement in complete system development projects; and close association with computer laboratories such as the Computer and Communications Research Center, the Applied Research Laboratory, and the Electronic Systems and Signals Research Laboratory. Facil-

ities include computers and workstations, parallel computers, personal computers, numerous microprocessors, a variety of image-processing equipment, tools for VLSI design and digital systems fabrication, and extensive hardware and software capabilities for the development of special-purpose computers and the evaluation of new computer architectures.

The program is intended for well-qualified, highly motivated students who wish to study both computer hardware and software. Students who complete this program receive the Bachelor of Science in Computer Engineering. A double major can be earned by additionally satisfying the degree requirements of the B.S.C.S. or B.S.E.E.

### CSE Prerequisite Structure

Begins at CSE131



## Undergraduate Programs

These pages introduce the wide variety of undergraduate programs offered by the Department of Computer Science and Engineering and will help as a starting point for students interested in studying computer science or computer engineering. We describe the Minor in Computer Science, the second major, the premedical option, the B.S. degree, the B.S.C.S. degree, the B.S. in Computer Engineering, (see Majors and Minors tabs) combined undergraduate and graduate programs, the Undergraduate Research Opportunities Program, and the Cooperative Education Program. Additional information can be found at [www.cse.wustl.edu](http://www.cse.wustl.edu), and our department's faculty can offer further guidance and information about our programs.

The Majors page contains some sample schedules for several of the Computer Science and Engineering degree options. These schedules demonstrate some of the many course schedules that can be selected in completing a computer science or computer engineering degree. All students in our programs are assigned an

adviser, who can help design an individualized program, monitor a student's progress, and consult about curriculum and career options.

Many nonmajors take a CSE course to broaden their education. CSE 100B Introduction to Computing Tools: MATLAB Skills, CSE 104 Web Development, CSE 131 Computer Science I, and CSE 200 Engineering and Scientific Computing do not require any computer science background.

## Dual Degree

An alternative to the second major is the dual-degree program that leads to two undergraduate degrees, one in the School of Engineering & Applied Science and one from another school. For this option you must complete all requirements (including distribution requirements) for both degrees. If Arts & Sciences is the other school, 150 credits are required for two degrees. (Only 120 credits are required for the second major because a single degree is earned.) See the Dual Degree Office (Lopata 303, 314/935-6100) for details.

## Premedical Option within Computer Science

Students may pursue a premedicine curriculum in conjunction with either the B.S. or B.S.C.S. degree options for computer science majors. We provide a sample schedule for a student pursuing the B.S. degree option. The B.S.C.S. option may result in some semesters with an 18-credit-hour load; however, students may reduce this load by taking physics over the summer.

## Combined Undergraduate and Graduate Study

The Department of Computer Science and Engineering offers in-depth graduate study in many areas, including networking, distributed systems, algorithms, and artificial intelligence. Students entering the graduate programs require a background in computer science fundamentals equivalent to at least the minor in computer science. Washington University undergraduates seeking admission to the graduate degree program to obtain a master's in computer science or computer engineering do not need to take the Graduate Record Examination (GRE). For more information, contact the department office at 314/935-6160.

### The Joint B.S.–M.S.

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 computer science studies in a more comprehensive educational framework. Consistent with the general requirements defined by



the School of Engineering, a minimum of 150 units is required for completion of the B.S.–M.S. program. Provided that the 150-unit requirement is satisfied, up to 6 units of course work acceptable for the M.S. can be counted toward both the B.S. and M.S. requirement. Students in the B.S.–M.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 B.S.–M.S. program offers early admission to the graduate programs in computer science and computer engineering in the junior year and allows you 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. Students are classified as graduate students in their final year of study, and their tuition charges are at the graduate student rate.

If you plan to apply to this program, it is recommended that you complete at least an undergraduate minor in computer science, three additional computer science courses at the 400 level, and one at the 500 level during your first four years. You must apply to this program by September 1 of your senior year, and a minimum GPA of 3.0 is required of all applicants.

#### **Combined Bachelor's/Master's Program**

This program is designed to enable students in other Washington University schools to pursue a coordinated five-year study leading to a bachelor's degree outside of engineering and a master's degree in the School of Engineering. The admissions process and the graduation requirements for this program are identical to those of the B.S.–M.S. program. Such students usually complete a CSE minor to obtain the background needed for their M.S. course work. Ideally, students will take CSE 131, CSE 132, CSE 240 (or some discrete mathematics course), CSE 241, CSE 361S, and CSE 332S as part of their undergraduate degree (typically as free electives).

#### **B.S.–M.B.A. 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. General requirements for the joint degree program are given in the general School requirements.

## **Research and Industry Experience**

If you want to become involved in computer science or computer engineering research or gain experience in industry while you are an undergraduate, there are many opportunities to do so. A few of these are listed below.

**Co-op** : The Cooperative Education Program allows you to get valuable experience working in industry while an undergraduate. Doing a Co-op can help give you another perspective on your 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 that is part of the Career Center in Lopata 324.

**UROP** : The Undergraduate Research Opportunities Program in the Department of Computer Science and Engineering helps to match undergraduates with faculty and research groups. Research projects are available either for pay or for credit through CSE 400E (Independent Study). See [cse.seas.wustl.edu](http://cse.seas.wustl.edu) for details.

**Honors Program** : If you maintain a 3.5 GPA and complete a thesis describing research that you have performed while an undergraduate, then you will graduate "with distinction" and your thesis title will appear on your transcript. Besides being a valuable experience, completing a thesis can be advantageous if you apply to graduate school. When selecting this option, you should register for CSE 499, Undergraduate Honors Thesis. Students in the Honors Program are encouraged to take several graduate-level courses and to serve as undergraduate teaching assistants for upper-level undergraduate courses.

## **Computing Facilities**

The School of Engineering & Applied Science has numerous undergraduate laboratories that are accessible to all students regardless of their major. In addition, the Department of Computer Science and Engineering maintains specialized instructional laboratories such as those in support of computer engineering classes. The department 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. Robots, sensor networks, high-speed routers, specialized FPGA hardware, wireless devices, RF tags, digital cameras, 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 AB exam are awarded credit for CSE 131. Students who receive a 4 or 5 on the AP Computer Science A exam can receive the same credit only if they pass the CSE 131 proficiency exam. 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.

## Undergraduate Courses

Course requirements for the minor and majors may be fulfilled by CSE 131, CSE 132, CSE 240, CSE 241, and CSE courses with a letter suffix in any of the categories: software systems (S), hardware (M), theory (T), and applications (A). In addition, with approval of the instructor, up to 6 units of CSE 400E can be used toward the CSE electives of any CSE degree. Other CSE courses provide credit toward graduation but not toward the CS elective requirements for the second major, B.S.C.S., B.S.Co.E., or B.S. with a major in Computer Science. Undergraduates are encouraged to consider 500-level courses. If you are interested in taking a course but are not sure if you have the needed prerequisites, please contact the instructor.

## Chair and Professor

### Gruia-Catalin Roman

Harold B. and Adelaide G. Welge Professor of Computer Science  
Ph.D., University of Pennsylvania  
Software engineering, mobile computing, sensor networks, distributed and concurrent systems, formal methods

## Associate Chair and Professor

### Ron K. Cytron

Ph.D., University of Illinois at Urbana-Champaign  
Programming languages, middleware, real-time systems

## Endowed Professors

### Michael R. Brent

Henry Edwin Sever Professor of Engineering  
Ph.D., Massachusetts Institute of Technology  
Systems biology, computational and experimental genomics, mathematical modeling, algorithms for computational biology, bioinformatics

### Sally A. Goldman

Edwin H. Murty Professor of Engineering  
Ph.D., Massachusetts Institute of Technology  
Content-based image retrieval, algorithms, machine learning, computational learning theory

### Jonathan S. Turner

Barbara J. and Jerome R. Cox, Jr. Professor of Computer Science  
Ph.D., Northwestern University

Design and analysis of internet routers and switching systems, networking and communications, algorithms

## Professors

### Raj Jain

Ph.D., Harvard University  
Wireless networks, network security, next generation Internet, sensor networks, telecommunications networks, performance analysis, traffic management, quality of service

### Weixiong Zhang

Ph.D., University of California-Los Angeles  
Computational biology, artificial intelligence, machine learning, heuristic search, combinatorial optimization, algorithms

## Associate Professors

### Jeremy Buhler

Ph.D., University of Washington  
Computational biology, genomics, algorithms for comparing and annotating large biosequences

### Roger D. Chamberlain

D.Sc., Washington University  
Computer engineering, parallel computation, computer architecture, multiprocessor systems

### Patrick Crowley

Ph.D., University of Washington  
Computer and network systems architecture

### Christopher D. Gill

D.Sc., Washington University  
Distributed real-time embedded systems, middleware, formal models and analysis of concurrency and timing

### Kenneth J. Goldman

Ph.D., Massachusetts Institute of Technology  
Programming environments, distributed systems

### Cindy M. Grimm

Ph.D., Brown University  
Surface modeling, art-based rendering, user interfaces, texture generation

### Chenyang Lu

Ph.D., University of Virginia  
Real-time and embedded systems, wireless sensor networks, mobile computing

### Robert Pless

Ph.D., University of Maryland

Computer vision, medical imaging, sensor network algorithms

**William D. Richard**

Ph.D., University of Missouri–Rolla  
Ultrasonic imaging, medical instrumentation, computer engineering

**William D. Smart**

Ph.D., Brown University  
Machine learning, mobile robotics, human-robot interaction, brain-computer interfaces

## Assistant Professors

**Kunal Agrawal**

Ph.D., Massachusetts Institute of Technology  
Scheduling, resource allocation, transactional memory, cache-aware and cache-oblivious streaming

**Yixin Chen**

Ph.D., University of Illinois at Urbana–Champaign  
Mathematical optimization, artificial intelligence, planning and scheduling, data mining, learning data warehousing, operations research, data security

**Viktor Gruev**

Ph.D., Johns Hopkins University  
Low power integrated sensory systems, integrated polarization imaging, focal plane spatiotemporal image sensors, current mode image sensors, sensory systems in 3-D fabrication technology, micro/nano fabrication, micro fluidics, and low power analog/digital integrated circuits

**Tao Ju**

Ph.D., Rice University  
Computer graphics, visualization, mesh processing, medical imaging and modeling

**Caitlin Kelleher**

Ph.D., Carnegie Mellon University  
Human-computer interaction, programming environments, and learning environments

**Kilian Weinberger**

Ph.D., University of Pennsylvania  
Multi-task learning, convex optimization, metric learning, dimensionality reduction, manifold learning and machine learned ranking

## Research Associate

**David M. Zar**

M.S., Washington University  
Computer engineering, simulation and design software

## Senior Professors

**Jerome R. Cox, Jr.**

Sc.D., Massachusetts Institute of Technology  
Computer system design, computer networking, biomedical computing

**Richard A. Dammkoehler**

M.S., Washington University  
Computer programming theory, information retrieval, computer systems architecture

**Mark A. Franklin**

Hugo F. and Ina Champ Urbauer Professor of Engineering  
Ph.D., Carnegie Mellon University  
Computer architecture, systems analysis and parallel processing, storage systems design

**Takayuki D. Kimura**

Ph.D., University of Pennsylvania  
Communication and computation, visual programming

## Professor Emeritus

**Seymour V. Pollack**

M.S., Brooklyn Polytechnic Institute  
Intellectual property, information systems

## The Major in Computer Science

The most flexible degree option in computer science is the Bachelor of Science (B.S.). The B.S. degree is designed for students who want a solid background for a career in computer science, with additional flexibility to choose a well-rounded variety of courses. Because it has fewer specific course requirements than the B.S.C.S. and does not require the School of Engineering & Applied Science common studies (such as advanced mathematics, physics, chemistry, etc.), the B.S. degree program leaves room for you to select courses according to your particular needs and interests. Also, the B.S. works well if you want to complete another major along with computer science. This program is therefore well-suited for students planning to enter medical school or law school.

Students working toward a B.S. degree must meet all requirements for a Bachelor of Science Degree (see School of Engineering requirements) and the following course requirements:

1. Computer Science Core Requirements: CSE 131, 132, 240, 241, 332S, and either CSE 422S, 431S, or 425S. Each of these core courses must be passed with a grade of C– or better.
2. Computer Science Electives: At least 24 units of computer science electives, selected from any computer science course with an S, M, T, or A suffix. Students may use up to 6 units of approved independent work (CSE 400E, 497-499) as part of their computer science electives.
3. Math Requirement: Calculus (Math 131–132–233), Probability (ESE 326 or Math 3200, or the sequence QBA 120–121). Upon completing a course in the calculus sequence (Math 131–132–233) with a grade of C– or better, you may apply to receive credit for the preceding courses in the calculus sequence.
4. Additional Requirements: 8 units in natural sciences or psychology (courses taken in the following departments will be counted: Chemistry, Earth and Planetary Sciences, Physics, Psychology, Biology, Philosophy–Neuroscience–Psychology), C+ or better in E Comp 100 (unless waived), ENGR 310 (or comparable demonstration of technical writing ability), and the humanities and social sciences electives required of all engineering students.

Computer science and math courses taken for the above requirements as well as E Comp 100 and ENGR 310 cannot be taken on a pass/fail basis.

[Click here for a sample schedule for Computer Science Degree Options.](#)

[Click here for a sample schedule for Computer Engineering Degree Options.](#)

## Bachelor of Science in Computer Science

The Bachelor of Science in Computer Science (B.S.C.S.) is designed for students planning a career in computer science and desiring a degree with an engineering flavor. Students working toward a B.S.C.S. degree must meet all requirements for a professional degree. In addition, there are the following departmental course requirements:

1. Common Studies Program Requirements: Includes C+ or better in E Comp 100 or 199 (unless waived), Math 131–132–233, Math 217, Physics 117A–118A, Chem 111A–151, ENGR 310, and humanities and social sciences electives. Upon completing a course in the calculus sequence (Math

131–132–233) with a grade of C– or better, you may apply to receive credit for the preceding courses in the calculus sequence.

2. Computer Science Core Requirements: CSE 131, 132, 240, 241, 332S, and 436S; either CSE 260M or CSE 361S; and either CSE 422S, 425S, or 431S. Each of these core courses must be passed with a grade of C– or better.
3. Computer Science Elective Requirements: At least 18 additional units in computer science or computer science-related courses with an S, M, T, or A suffix of which at least one must be a theory (T) course, 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, 497–499) as part of their computer science electives. Such independent work is not classified as S, M, T, or A.
4. Additional Departmental Requirements: ESE 317 (or ESE 309 or Math 309) and ESE 326.

All courses taken to meet the above requirements (with the exception of the humanities and social sciences electives) cannot be taken on a pass/fail basis.

## Bachelor of Science in Computer Engineering

Students working toward a B.S.Co.E. degree must meet all requirements for a professional degree. Required courses and technical electives cannot be taken on a pass/fail basis. In addition, there are the following departmental course requirements:

1. Common Studies Program Requirements: Includes C+ or better in E Comp 100 or 199 (unless waived), Math 131–132–233, Math 217, Physics 117A–118A, Chem 111A–151, ENGR 310, and humanities and social sciences electives. Upon completing a course in the calculus sequence (Math 131–132–233) with a grade of C– or better, you may apply to receive credit for the preceding courses in the calculus sequence.
2. Computer Engineering Core Requirements: CSE 131, CSE 132, ESE 230, ESE 232, CSE 241, CSE 260M, ESE 317, ESE 326, CSE 361S, CSE 362M, CSE 462M, CSE 465M. Each of these core courses must be passed with a grade of C– or better.
3. Computer Engineering Technical Electives: At least 21 units of technical electives, of which at least 15 units must be from the preferred list, and up to 6 units may be from the accepted list. At least 6 units must be “CS” courses (CSE courses with a T, S, or A suffix), and at least 6 units must be “EE” courses (CSE courses with a M suffix or ESE courses).

**Preferred List:** CSE 240, ESE 330, CSE 332S, ESE 351, CSE 422S, CSE 425S, CSE 431S, CSE 432S, CSE 436S, CSE 460T, CSE 463M, CSE 464M, CSE 467S, CSE 473S, ESE 482.

**Accepted List:** CSE 220S, CSE 320S, CSE 330S, ESE 331, CSE 333S, ESE 334, ESE 336, ESE 337, ESE 407, CSE 405A/ESE 411, ESE 430, ESE 432, ESE 436, ESE 438, CSE 441T, ESE 441, ESE 442, CSE 450A, CSE 451A, CSE 452A, ESE 471, ESE 488.

## 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 your career options and enable interdisciplinary study in areas such as cognitive science, computational biology, chemistry, physics, philosophy, and linguistics. The second major also is well suited for students planning careers in medicine, law, business, architecture, and fine arts. The requirements are as follows. There are no additional distribution or unit requirements for the second major.

1. Computer Science Core Requirements: CSE 131, 132, 240 (or Math 310), 241, and 332S. Each of these core courses must be passed with a grade of C– or better.
2. Computer Science Electives: At least 15 units of computer science electives, selected from any CSE courses with an S, M, T, or A suffix.
3. Math Requirement: Calculus (Math 131 or Math 121-122), Probability (ESE 326 or Math 3200, or the sequence QBA 120/QBA 121).
4. Capstone: An additional 6 units of course work (or independent study) at the 300 level or higher with a significant computational component. The capstone may be completed in any department and provides an opportunity for interdisciplinary study, such as a thesis that applies computer science to another field. Your CSE adviser must approve the capstone in advance.

## The Minor in Computer Science

If your goal is a basic foundation in computer science for application to another field, but you 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, typically including three core courses and two electives. The core courses provide an introduction to computer science concepts and problem-solving techniques. The electives offer flexibility to integrate your computer science studies with your major area. You select the courses that are most important to you, whether your interests are in fine arts, linguistics, psychology, philosophy, law, business, medicine, the natural sciences, or anything else.

**Units required:** 15

### Required courses:

CSE 131. Computer Science I  
CSE 132. Computer Science II  
CSE 241. Algorithms and Data Structures

### Elective courses:

Any two additional CSE courses selected among CSE 200, CSE 240, and 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 you must earn a C– or better. Should you decide to go further in the field, all courses in the Computer Science minor (except CSE 200) can be used toward a second major in Computer Science or a degree in Computer Science.

## The Minor in Bioinformatics

Mindful of the emerging opportunities at the interface of biology and computer science, the Department of Biology and Department of Computer Science and Engineering have fashioned a Bioinformatics Minor that serves students from both departments as well as other students from the natural sciences and engineering with an interest in this field.

**Units required:** 20–24 units

### Required courses:

Biol 280. DNA Workshop (4 units)

**or**

both Biol 2960 (4u) **and** Biol 2970 (4 units)

Math 2200. Elementary Probability and Statistics (3 units)

**or**

Math 3200. Elementary and Intermediate Statistics and Data Analysis (3 units)

**or** ESE 326. Probability and Statistics for Engineering (3 units)

**and** CSE 131. Computer Science I (4 units)

**and** CSE 241. Algorithms and Data Structures (3 units)

### Elective courses:

Advanced biology elective:

Choose one of:

Biol 3492. Laboratory Experiments with Eukaryotic Microbes (3 units)

Biol 4181. Population Genetics (3 units)

Biol 4342. Research Explorations in Genomics (4 units)

Biol 437. Laboratory on DNA Manipulation (4 units)

CSE elective:

Choose one of:

CSE 584A. Algorithms for Biosequence Comparison (3 units)

CSE 587A/Biol 5495. Algorithms for Computational Biology (3 units)

### Additional Information

It is anticipated that for those students majoring in Biology or CSE, some portion of the introductory sequence will overlap with courses required for the major, and these courses will be applicable to both the major and the minor. Upper-level courses in Biology and CSE used to fulfill the minor may not be used to fulfill another major or minor in Arts & Sciences. A minimum grade of C- is required for all courses to count toward the minor.

Note: Biol 280 DNA Workshop will provide students with the grounding in molecular biology (DNA, RNA, proteins) and Mendelian genetics that will enable them to participate in the upper-level courses in the bioinformatics minor. Biol 280 is not appropriate for biology majors or premedicine students, but is designed to serve the needs of students in the physical sciences, math, or engineering who wish to pursue this minor. Students from the humanities, social sciences, and business also are welcome in this course. Students will be expected to earn a minimum grade of B in Biol 280 (or the Biol 2960–2970 sequence) to advance in the minor. Permission of the instructor will be required to use this course to satisfy the prerequisites for upper-level biology courses to insure that this standard has been met satisfactorily.

#### E81 CSE 100B. Introduction to Computing Tools: MATLAB Skills

This course is aimed at the acquisition of MATLAB skills through hands-on familiarization and practice. Students practice the array, vector, and meshgrid representations, use programming and plotting, and apply these skills to solve numerical problems and generate reports. Pass/fail only.  
Credit 1 unit.

#### E81 CSE 104. Web Development

This comprehensive course does not assume prior programming background or web design experience. Explores elementary principles that go into designing, creating, and publishing an effective web site. Topics include the production process, design metaphors, interface/information design, page layout concepts, graphics preparation, color theory, development tools, HTML, style sheets, basic scripting techniques, search engine optimization and site maintenance/marketing strategies.  
Credit 3 units.

#### E81 CSE 131. Computer Science I

An introduction to software concepts and implementation, emphasizing problem solving through abstraction and decomposition. Introduces processes and algorithms, procedural abstraction,

data abstraction, encapsulation, and object-oriented programming. Recursion, iteration, and simple data structures are covered. Concepts and skills are mastered through programming projects, many of which employ graphics to enhance conceptual understanding. Java, an object-oriented programming language, is the vehicle of exploration. Active-learning sessions are conducted in a studio setting in which students interact with each other and the professor to solve problems collaboratively. Prerequisites: Comfort with algebra and geometry at the high school level is assumed. Patience, good planning, and organization promote success. This course assumes no prior experience with programming.

Credit 3 units.

#### 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. Computer Science II

CSE 132 builds on CSE 131's introduction to software systems as collections of communicating components. CSE 132 emphasizes more sophisticated uses of object-oriented concepts (inheritance, polymorphism, method overloading, and multiple inheritance of interfaces) and techniques for managing communication among software components. An introduction to packages, file I/O, parsing, graphical user interfaces, exception handling, threads, concurrency, synchronization, and network programming is provided. Algorithms and data structures are presented as needed to support discussion of these topics. Concepts and skills are mastered through software projects, many of which employ graphics to enhance conceptual understanding. Java, an object-oriented programming language, is the vehicle of exploration. Prerequisite: CSE 131 or equivalent.  
Credit 3 units.

#### E81 CSE 200. Engineering and Scientific Computing

This course provides an introduction to numerical methods for scientific computation that are relevant to engineering problems. Topics addressed include interpolation, integration, linear systems, least-squares fitting, nonlinear equations and optimization and initial value problems. Basic procedural programming concepts (procedural and data abstraction, iteration, recursion) are covered using MATLAB. C is briefly covered so the students understand that the algorithms and programming concepts apply in both. Corequisite: Math 217.



Credit 3 units.

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**E81 CSE 220S. Software Design and Development Studio**

This is a lab course that provides practical experience in designing, implementing, testing, documenting, and supporting a medium-sized software application. Topics covered include application and user interface specification, module and API design, code re-use, code review, software maintenance and support, unit and integration testing, and debugging procedures. Students gain experience in the application of common algorithms, design patterns, and data structures to novel problems. Students have a choice of working in Java or C++, and work both individually and in groups. Specific application areas vary by semester. Prerequisites: sophomore standing and CSE 132. CSE 241 is recommended.

Credit 3 units.

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**E81 CSE 232. Programming Skills Workshop**

This course provides an overview of practical implementation skills. Topics include compilation and linking, memory management, pointers and references, using code libraries, testing and debugging. Prerequisites: CSE 132.

Credit 1 unit.

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**E81 CSE 240. Logic and Discrete Mathematics**

Introduces elements of logic and discrete mathematics that allow reasoning about computational structures and processes. Generally, the areas of discrete structures, proof techniques, and computational models are covered. Topics typically include propositional and predicate logic; sets, relations, functions, and graphs; proof by contradiction, induction, and reduction; and finite state machines and regular languages. Prerequisite: CSE 131 or other introductory programming background.

Credit 3 units.

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**E81 CSE 241. Algorithms and Data Structures**

Study of fundamental algorithms, data structures, and their effective use in a variety of applications. Emphasizes importance of data structure choice and implementation for obtaining the most efficient algorithm for solving a given problem. A key component of this course is worst-case asymptotic analysis, which provides a quick and simple method for determining the scalability and effectiveness of an algorithm. Other topics covered generally include: divide-and-conquer algorithms, sorting algorithms, decision tree lower-bound technique, hashing, binary heaps, skip lists, B-trees, basic graph algorithms. Prerequisites: CSE 131, CSE 240 (or some basic discrete mathematics background) is strongly recommended.

Credit 3 units.

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**E81 CSE 260M. Introduction to Digital Logic and Computer Design**

Introduction to design methods for digital logic and fundamentals of computer architecture. Boolean algebra and logic minimization techniques; sources of delay in combinational circuits and effect on circuit performance; survey of common combinational circuit components; sequential circuit design and analysis; timing analysis of sequential circuits; use of computer-aided design tools for digital logic design (schematic capture, hardware description languages, simulation); design of simple processors and memory subsystems; program execution in simple processors; basic techniques for enhancing processor performance; configurable logic devices. Prerequisites: CSE 131 or comparable programming experience.

Credit 3 units.

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**E81 CSE 320S. Software Design and Development Studio**

Same as CSE 220S

Credit 3 units.

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**E81 CSE 330S. Rapid Prototype Development and Creative Programming**

This course introduces aspects of the rapid prototype development and creative thinking. Through this course, students acquire necessary skills to develop modern applications for the new world of Web 2.0 and beyond. The concepts covered include: LAMP (Linux, Apache, MySQL, PHP), AJAX (Asynchronous Javascript and XML), XML-RPC (remote procedure calls), script languages for rapid prototyping (Perl, Python), CMSs (Content Management Systems), current web APIs, and the new development tools and libraries. The course is in an interactive studio format, i.e., after a formal presentation of a topic, students develop a related project under the supervision of the instructor. Prerequisite: CSE 131 or equivalent.

Credit 3 units.

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**E81 CSE 332S. Object-Oriented Software Development Laboratory**

Intensive focus on practical aspects of designing, implementing and debugging object-oriented software. Topics covered include developing, documenting, and testing representative applications using object-oriented and generic frameworks and C++. Design and implementation based on frameworks are central themes to enable the construction of reusable, extensible, efficient, and maintainable software. Prerequisites: CSE 132 and 241.

Credit 3 units.

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**E81 CSE 361S. Introduction to Systems Software**

Introduction to the hardware and software foundations of computer processing systems. Examines the process whereby computer systems manage, interpret, and execute applications. Covers



fundamental algorithms for numerical computation, memory organization and access, storage allocation, and the sequencing and control of peripheral devices. Weekly laboratories, exercises, and a final laboratory project. Prerequisite: CSE 131.  
Credit 3 units.

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#### **E81 CSE 362M. Computer Architecture**

Study of interaction and design philosophy of hardware and software for digital computer systems. Processor architecture, instruction set architecture, assembly language, memory hierarchy design, I/O considerations. Comparison of computer architectures. Prerequisite: CSE 260M.  
Credit 3 units.

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#### **E81 CSE 400. Independent Study**

Investigation of a topic in computer science and engineering of mutual interest to the student and a mentor. Interested students are encouraged to approach and engage faculty to develop a topic of interest. A form declaring the agreement must be filed in the departmental office. This course carries university credit, but does not count toward a CSE major or minor. To arrange for CSE major or minor credit for independent study, a student must enroll in CSE 400E instead of CSE 400. See also: CSE 400E.  
Credit variable, maximum 6 units.

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#### **E81 CSE 400E. Independent Study**

Investigation of a topic in computer science and engineering of mutual interest to the student and a mentor. Interested students are encouraged to approach and engage faculty to develop a topic of interest. A form declaring the agreement must be filed in the departmental office. Credit earned for CSE 400E can be counted toward a student's major or minor program, with the consent of the student's adviser. See also: CSE 400.  
Credit variable, maximum 6 units.

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#### **E81 CSE 405A. Numerical Methods**

Same as ESE 411  
Credit 3 units.

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#### **E81 CSE 422S. Operating Systems Organization**

Exploration of operating systems as managers of shared resources. Using UNIX and Windows XP as experimental frameworks, students study algorithms and data structures that support essential operating systems services. Concepts are reinforced through programming exercises and comparative studies. Topics include: proportional sharing and real-time scheduling of processes and threads, I/O facilities, memory management, virtual memory, device management, concurrent programming, file system organization, and distributed object computing. Prerequisites: CSE 332S and CSE 361S.  
Credit 3 units.

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#### **E81 CSE 425S. Programming Systems and Languages**

A systematic study of the principles, concepts, and mechanisms of computer programming languages: their syntax, semantics, and pragmatics; the processing and interpretation of computer programs; programming paradigms; and language design. Illustrative examples are selected from a variety of programming language paradigms. Prerequisites: CSE 132, CSE 240, and CSE 241.  
Credit 3 units.

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#### **E81 CSE 431S. Translation of Computer Languages**

The theory of language recognition and translation is introduced in support of compiler construction for modern programming languages. Topics include syntactic and semantic analysis, symbol table management, code generation, and runtime libraries. A variety of parsing methods is covered, including top-down and bottom-up. Machine problems culminate in the course project, for which students construct a working compiler. Prerequisites: CSE 132, CSE 240, and CSE 241.  
Credit 3 units.

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#### **E81 CSE 432S. Pattern Oriented Software Design and Development**

Intensive focus on design and implementation of software using design patterns. Particular emphasis on successive refinement based on identification of unresolved design forces at each step of the design process, and on application of patterns to guide design refinement. Design implementations are conducted in Java and C++ in a team setting, with weekly presentations and critiques of design and implementation decisions and outcomes throughout the course. Prerequisites: CSE 332S or graduate standing, and proficiency in Java and C++ software development.  
Credit 3 units.

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#### **E81 CSE 436S. 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 lifecycle 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: CSE 332S.  
Credit 3 units.

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**E81 CSE 441T. Advanced Algorithms**

Provides a broad coverage of fundamental algorithm design techniques with the focus on developing efficient algorithms for solving combinatorial and optimization problems. The topics covered include: greedy algorithms, dynamic programming, linear programming, NP-completeness, approximation algorithms, lower-bound techniques, and on-line algorithms. Throughout this course there is an emphasis on correctness proofs and the ability to apply the techniques taught to design efficient algorithms for problems from a wide variety of application areas. Prerequisites: CSE 240 and CSE 241.

Credit 3 units.

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**E81 CSE 450A. Video Game Programming**

This course teaches the core aspects of a video game developer's toolkit. Students work in groups, and with a large game software engine to make a full featured video game. Students have the opportunity to work on topics in graphics, artificial intelligence, networking, physics, user interface design, and other topics. Prerequisite: CSE 332S

Credit 3 units.

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**E81 CSE 452A. Computer Graphics**

Introduction to computer graphics. Input, representation, manipulation, and display of geometric information. Two-dimensional display of three-dimensional objects: perspective, hidden surface, shading, animation. Display and input devices. Issues in designing interactive graphics systems. Issues in building three-dimensional renderers. Students develop interactive graphics programs with a standard graphics package and using various graphics input and output devices. Prerequisite: CSE 332S.

Credit 3 units.

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**E81 CSE 460T. Switching Theory**

Advanced topics in switching theory as employed in the synthesis, analysis, and design of information processing systems. Combinational techniques: minimization, multiple output networks, state identification and fault detection, hazards, testability and design for test are examined. Sequential techniques: synchronous circuits, machine minimization, optimal state assignment, asynchronous circuits, and built-in self-test techniques. Prerequisite: CSE 260M or equivalent.

Credit 3 units.

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**E81 CSE 462M. Computer Systems Design**

Introduction to modern design practices, including the use of FPGA design methodologies. Students use a commercial CAE/CAD system for VHDL-based design and simulation while designing a selected computation system. Prerequisites: CSE 361S and 362M.

Credit 3 units.

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**E81 CSE 463M. Digital Integrated Circuit Design and Architecture**

This is a project-oriented course on digital VLSI design. The course material focuses on bottom-up design of digital integrated circuits, starting from CMOS transistors, CMOS inverters, combinational circuits and sequential logic designs. Important design aspect of digital integrated circuits such as propagation delay, noise margins and power dissipation are covered in the class, and design challenges in submicron technology are addressed. The students design combinational and sequential circuits at various levels of abstraction using state-of-the-art CAD environment provided by Cadence Design Systems. The goal of the class is to design a microprocessor in 0.5 micron technology that can be fabricated by a semiconductor foundry. Prerequisites: CSE 260 and ESE 232.

Credit 3 units.

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**E81 CSE 464M. Digital Systems Engineering**

Design and characterization of digital circuits, reliable and predictable interconnection of digital devices, and information transfer over busses and other connections. Topics include: review of MOSFET operation; CMOS logic gate electrical characteristics; system and single-point noise margin and noise budgets; figures of merit for noise-margin and power-delay product, and trade-off between noise margin and propagation delay; Transmission-line driving including reflection, termination, nonzero transition time, lumped and distributed capacitance loads, nonlinear terminations, and applicable conditions for lumped approximations; coupled transmission lines, forward and backward crosstalk, short line approximations, ground bounce, and simultaneous switching noise; timing, clocking, and clock distribution for digital circuits; prediction of metastability error rates and design for acceptable probability of failure. Examples and design exercises using systems and interconnections selected from current Computer Engineering practice such as RAMBUS, PCI bus, GTL, LVDS, and others. Prerequisites: ESE 232 and CSE 362M.

Credit 3 units.

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**E81 CSE 465M. Digital Systems Laboratory**

Procedures for reliable digital design, both combinational and sequential; understanding manufacturers specifications; use of special test equipment; characteristics of common SSI, MSI, and LSI devices; assembling, testing, and simulating design; construction procedures; maintaining signal integrity. Several single-period laboratory exercises, several design projects, and application of a microprocessor in digital design. One lecture and one laboratory period a week. Prerequisites: CSE 260M and CSE 361S.

Credit 3 units.

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**E81 CSE 467S. Embedded Computing Systems**

Introduces the issues, challenges, and methods for designing embedded computing systems—systems designed to serve a particular application, which incorporate the use of digital processing devices. Examples of embedded systems include PDAs, cellular phones, appliances, game consoles, automobiles, and iPod. Emphasis is given to aspects of design that are distinct to embedded systems. The course examines hardware, software, and system-level design. Hardware topics include microcontrollers, digital signal processors, memory hierarchy, and I/O. Software issues include languages, run-time environments, and program analysis. System-level topics include real-time operating systems, scheduling, power management, and wireless sensor networks. Students perform a course project on a real wireless sensor network testbed. Prerequisites: CSE 361S.

Credit 3 units.

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**E81 CSE 473S. Introduction to Computer Networks**

A broad overview of computer networking. Topics include protocol layers, application layer protocols, HTTP, FTP, SMTP, domain name system (DNS), peer to peer (P2P) networking, transport layer design issues, universal datagram protocol (UDP), transmission control protocol (TCP), TCP congestion control, network layer, IP4, ICMP, IPV6, Ethernet, routing algorithms, internet routing protocols: OSPF, RIP, BGP, link layer, error correction, VLANs, PPP, MPLS, wireless and mobile networks, WiFi 802.11, Bluetooth, WiMAX, cellular wireless networks, mobile IP, cellular mobility, security in computer networks, IPSec, network management, and multimedia networking. Prerequisite: CSE 241.

Credit 3 units.

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**E81 CSE 497. Senior Project I**

Implementation of a substantive project on an individual basis, involving one or more major areas in computer science. Problems pursued under this framework may be predominantly analytical, involving exploration and extension of theoretical structures, or may pivot around the design/development of solutions for particular applications drawn from areas throughout the University and/or community. In either case, the project serves as a focal point for crystallizing the concepts, techniques, and methodologies encountered throughout the curriculum. Students intending to take CSE 497-498 must submit a project proposal for approval by the department during the spring semester of the junior year. Prerequisite: senior standing.

Credit 3 units.

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**E81 CSE 498. Senior Project II**

Implementation of a substantive project on an individual basis, involving one or more major areas in computer science. Problems pursued under this framework may be predominantly analytical, involving exploration and extension of theoretical structures,

or may pivot around the design/development of solutions for particular applications drawn from areas throughout the University and/or community. In either case, the project serves as a focal point for crystallizing the concepts, techniques, and methodologies encountered throughout the curriculum. Students intending to take CSE 497-498 must submit a project proposal for approval by the department during the spring semester of the junior year. Prerequisite: senior standing.

Credit 3 units.

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**E81 CSE 499. Undergraduate Honors Thesis**

Working closely with a faculty member, the student investigates an original idea (algorithm, model technique, etc.), including a study of its possible implications, its potential application, and its relationship to previous related work reported in the literature. Contributions and results from this investigation are synthesized and compiled into a publication-quality research paper presenting the new idea. Prerequisites: a strong academic record and permission of instructor.

Credit 3 units.

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**Phone:**

314/935-6160

**Departmental website:**

[http://cse.wustl.edu/  
undergraduateprograms/Pages/  
default.aspx](http://cse.wustl.edu/undergraduateprograms/Pages/default.aspx)

# Engineering: Electrical and Systems Engineering

## About Electrical and Systems Engineering

The mission of our undergraduate programs is to instill in students the knowledge and perspective, appropriate both for a professional career and for the pursuit of advanced degrees, in fields that rely on key electrical engineering and systems principles and practices. Such principles and practices include rigorous quantitative reasoning and robust engineering design. This mission is accomplished by ensuring that students achieve both depth and breadth of knowledge in their studies and by maintaining a high degree of flexibility in the curriculum. Our programs also seek to provide good preparation for life, including the ability to communicate in written and oral forms and a desire to continue learning throughout life. In addition, they aim to provide the opportunity and training for students to acquire the skills and attitudes to become leaders.

The department offers courses of study leading to degrees in both electrical engineering and systems science and engineering. Opportunities for study and research currently available in the department include solid-state engineering (semiconductor theory and devices, plasma processing and nonlinear plasma theory, optoelectronics, microwave and magnetic information devices and systems), communication theory and systems, information theory, signal and image processing, linear and nonlinear dynamics and control, scheduling and transportation systems, robotics, automation, identification and estimation, multisensor fusion and navigation, machine vision and control, computational mathematics, finite elements, optimal control, mathematics of large-scale power systems, and intelligent systems. Students are encouraged to participate in research activities as soon as they have received training in the fundamentals appropriate for a given research area.

Electrical engineering is the profession for those intrigued with electrical phenomena and eager to contribute their skills to a society increasingly dependent on electricity and sophisticated electronic devices. It is a profession of broad scope with many specialty careers designed for engineers who seek an endless diversity of career paths on the cutting edge of technology. The Institute of Electrical and Electronics Engineers publishes transactions on about 60 different topics, from aerospace and electronic systems to visualization and computer graphics. This is a breadth so great that no single electrical engineering department can hope to span it. Moreover, those fields themselves encompass still more fascinating specialties. We give the basics; the future is yours to shape.

Systems science and engineering is based on an approach that views an entire system of components as an entity rather than simply as an assembly of individual parts; each component is designed to fit properly with the other components rather than to function by itself. The engineering and mathematics of systems is a rapidly developing field. It is one of the most modern segments

of applied mathematics, as well as an engineering discipline. It is concerned with the identification, modeling, analysis, design, and control of systems that are potentially as large and complex as the U.S. economy or as precise and vital as a space voyage. Its interests run from fundamental theoretical questions to the implementation of operational systems. It draws on the most modern and advanced areas of mathematics. A very important characteristic of the systems field is that its practitioners must, of necessity, interact within a wide interdisciplinary environment, not only with various engineers and scientists but also with economists, biologists, or sociologists. Such interaction is both emphasized and practiced in the programs.

Our Department of Electrical and Systems Engineering offers a challenging basic curriculum, a broadly qualified faculty, and modern facilities so that you can receive a contemporary preparation for a career in electrical or systems engineering.

## Undergraduate Degree Programs

The Department of Electrical and Systems Engineering (ESE) offers four undergraduate degree programs: two professional degrees and two nonprofessional degrees. The two professional degrees are the Bachelor of Science in Electrical Engineering (B.S.E.E.) and the Bachelor of Science in Systems Science and Engineering (B.S.S.S.E.). These two programs are accredited by the Accreditation Board for Engineering and Technology (ABET). The two nonprofessional degrees are the Bachelor of Science in Applied Science (Electrical Engineering) and the Bachelor of Science in Applied Science (Systems Science and 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 B.S.E.E. curriculum, there are required courses in electrical circuits, signals and systems, digital systems, and electromagnetic fields, along with laboratory and design courses, which provide students with a common core of experience. Subsequently, one may orient the program toward breadth, so that many disciplines within the profession are spanned or toward a specialty with more emphasis on depth in one or more disciplines. Areas of specialization include modern electronics, applied physics, telecommunications, control systems, and signal and image processing.

Students in the professional B.S.S.S.E. degree program take required courses in engineering mathematics, signals and systems, operations research, and automatic control systems, along with laboratory and design courses. This program emphasizes the importance of real-world applications of systems theory, and accordingly students are required to take a concentration of courses in one of the traditional areas of engineering or

science. There are numerous elective courses in control theory and systems, signal processing, optimization, robotics, probability and stochastic processes, and applied mathematics.

Students enrolled in any of the ESE undergraduate degree programs have a variety of opportunities to augment their educational experience at Washington University. Students may participate in the Premedical Engineering program or in the Cooperative Education program. Some students pursue double majors, in which two sets of degree requirements, either within or outside the ESE department, are satisfied concurrently. The Process Control Systems program is one such double-degree program, involving the degrees Bachelor of Science in Systems Science and Engineering (B.S.S.S.E.) and Bachelor of Science in Chemical Engineering (B.S.Ch.E). Finally, students may earn both an undergraduate and a graduate degree through the School's five-year B.S.–M.S. program.

Students who seek a broad undergraduate education in electrical engineering or systems science and engineering but plan on careers outside of engineering, may pursue the nonprofessional degrees: Bachelor of Science in Applied Science (Electrical Engineering) and Bachelor of Science in Applied Science (Systems Science and Engineering). These programs of study are appropriate for students planning to enter a medical, law, or business school, and 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, which is open to students outside of the School of Engineering & Applied Science such as the College of Arts & Sciences, the Minor in Electrical Engineering, the Minor in Energy Engineering, the Minor in Mechatronics, and the Minor in Robotics.

## B.S.–M.S. Programs in Electrical and Systems Engineering

Students enrolled in any of the professional undergraduate degree programs in the School of Engineering & Applied Science may choose to extend their educational experience by enrolling in the five-year B.S.–M.S. program. The Master of Science in Electrical Engineering (M.S.E.E.), and Master of Science in Systems Science and Mathematics (M.S.S.S.M.) degrees are participating graduate degrees, and these may be combined with any undergraduate degree that provides the appropriate background.

## Common Requirements for the B.S.–M.S. Programs

General requirements for the B.S.–M.S. programs include the residency and other applicable requirements of the University and the School of Engineering & Applied Science, which are found else-

where in this catalog. In summary, students must complete all the degree requirements for both the undergraduate and graduate degrees (at least 120 units plus 30 units, 150 units) but are not required to complete all the undergraduate degree requirements first.

## Requirements for the B.S.–M.S.E.E. Degree

The requirements for the M.S.E.E. degree include a total of 30 units, with 15 units being in graduate-level electrical engineering courses (ESE 513, ESE 516, ESE 520–589), and the other 15 units being in technical electives (not necessarily from the ESE department but approved by the ESE department) at the senior level or above. A maximum of one 500-level cross-listed ESE course whose home department is outside of ESE may be applied toward the 15-credit graduate-level course requirement. At least 15 units of the 30 total units applied toward the M.S.E.E. degree must be in ESE courses which, if cross-listed, have as the home department the Department of Electrical and Systems Engineering. Both a thesis option and a course option are available.

## Requirements for the B.S.–M.S.S.S.M. Program

Students in the joint B.S.–M.S. program seeking the degree of the M.S. in Systems Science and Mathematics are required to fulfill the following additional requirements: a total of 30 units, with at least 15 units at the graduate level, and the remaining units at the senior level or above. Required courses (15 units) for the M.S. degree include: ESE 520, 551, 552, 553, and either ESE 415, 516, or 556. The remaining courses in the program may be selected from senior- or graduate-level courses in Electrical and Systems Engineering or elsewhere in the University. Courses outside of Electrical and Systems Engineering must be in technical subjects relevant to systems science and mathematics and require the department's approval.

## Chair and Eugene and Martha Lohman Professor of Electrical Engineering

**Arye Nehorai**

Ph.D., Stanford University

Signal processing, imaging, biomedicine, and communications

## Associate Chair and Professor

**Hiroaki Mukai**

Ph.D., University of California–Berkeley

Theory and computational methods for optimization, optimal control, systems theory, electric power system operations, and differential games



## Endowed Professors

### R. Martin Arthur

Newton R. and Sarah Louisa Glasgow Wilson  
Ph.D., University of Pennsylvania  
Ultrasonic imaging, electrocardiography

### Joseph A. O'Sullivan

Samuel C. Sachs Professor of Electrical Engineering and Dean,  
UMSL/WUSTL Joint Undergraduate Engineering Program  
Ph.D., Notre Dame University  
Information theory, statistical signal processing, imaging science,  
data processing for data storage systems, recognition theory and  
systems, and tomographic, spectral, and optical imaging

## Professors

### I. Norman Katz

Ph.D., Massachusetts Institute of Technology  
Numerical analysis, differential equations, finite element methods,  
local equilibrium problems, algorithms for parallel computa-  
tions

### Daniel L. Rode

Ph.D., Case Western Reserve University  
Optoelectronics and fiber optics, semiconductor materials, light-  
emitting diodes (LEDs) and lasers, semiconductor processing, and  
electronics

### Ervin Y. Rodin

Ph.D., University of Texas–Austin  
Optimization, differential games, artificial intelligence, mathemat-  
ical modeling

### Barry E. Spielman

Ph.D., Syracuse University  
High-frequency/high-speed devices, RF & MW integrated circuits,  
computational electromagnetics

### Tzyh Jong Tarn

D.Sc., Washington University  
Quantum mechanical systems, bilinear and nonlinear systems,  
robotics and automation, and life science automation

## Associate Professors

### Paul S. Min

Ph.D., University of Michigan  
Routing and control of telecommunication networks, fault toler-  
ance and reliability, software systems, network management

### Robert E. Morley, Jr.

D.Sc., Washington University

Computer and communication systems, VLSI design, digital signal  
processing

### Heinz M. Schättler

Ph.D., Rutgers University  
Optimal control, nonlinear systems, mathematical models in  
biomedicine

## Assistant Professors

### Jr-Shin Li

Ph.D., Harvard University  
Mathematical control theory, optimization, quantum control, and  
biomedical applications

### Jung-Tsung Shen

Ph.D., Massachusetts Institute of Technology  
Theoretical and numerical investigations on nano-photonics, opto-  
electronics, plasmonics, and metamaterials

### Lan Yang

Ph.D., California Institute of Technology  
Ultra-high-quality optical microcavities, ultra-low-threshold  
silicon-based microlasers, nano/micro fabrication, material  
physics

## Senior Professors

### William F. Pickard

Ph.D., Harvard University  
Biological transport, electrobiology, energy engineering

### Barbara A. Shrauner

Ph.D., Harvard University (Radcliffe)  
Plasma processing, semiconductor transport, symmetries of  
nonlinear differential equations

### Donald L. Snyder

Ph.D., Massachusetts Institute of Technology  
Communication theory, random process theory, signal processing,  
biomedical engineering, image processing, radar

## Affiliate Faculty

### Alberto Isidori

Libera Docenza, University of Rome  
Linear and nonlinear systems, stability, dynamical systems

## Professors Emeriti

### William M. Boothby

Ph.D., University of Michigan  
Differential geometry and Lie groups, mathematical system theory



**Lloyd R. Brown**

D.Sc., Washington University  
Automatic control, electronic instrumentation

**David L. Elliott**

Ph.D., University of California–Los Angeles  
Mathematical theory of systems, nonlinear difference, and differential equations

**Robert O. Gregory**

D.Sc., Washington University  
Electronic instrumentation, microwave theory, circuit design

**Raymond M. Kline**

Ph.D., Purdue University  
Computer engineering, computer-aided design, control systems

**Senior Lecturer****Martha Hasting**

Ph.D., St. Louis University

**Lecturer****Jason Trobaugh**

D.Sc., Washington University

**Bachelor of Science in Electrical Engineering****Educational Objectives of the B.S.E.E. Degree Program**

- Graduates will be technically competent within electrical engineering, including the ability to analyze and solve electrical engineering problems by applying basic principles of mathematics, science, and engineering sciences. They will be able to use modern engineering techniques, skills, and tools, particularly recognizing the role that computer programs play in engineering. They will be able to identify, formulate, and solve novel electrical engineering problems that are subject to realistic constraints.
- Graduates will be able to apply the knowledge and skills from a broad education with sensitivity to the global, societal, and environmental issues.
- Graduates will be prepared for professional practice in engineering as well as for graduate research programs. They will have an understanding of ethical, social, and professional responsibility; recognize the need for, and have the ability to engage in, lifelong learning; and have the ability to function and communicate effectively, both individually and within multidisciplinary teams.

**B.S.E.E. Degree Requirements**

To obtain the degree Bachelor of Science in Electrical Engineering, students must complete a minimum of 120 units consistent with the residency and other applicable requirements of Washington University and the School of Engineering, and subject to the following program requirements.

1. Common Studies program of the School of Engineering: This includes courses in engineering, mathematics, chemistry, humanities, social sciences, and technical writing. The required chemistry sequence is Chem 111A-151, although Chem 111A-112A-151-152 is recommended.
2. Computer Science requirement: CSE 131 Computer Science I.
3. 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, civil engineering, computer science and engineering, mechanical engineering, economics, mathematics, physics, biology, chemistry, earth and planetary sciences, and premedicine. These units must be at the level 200 or higher and shall not be used to satisfy the Common Studies requirements or the CS requirement. Courses in other fields can be arranged with special departmental approval. Examples of engineering and science courses are MEMS 201 Computer-Aided Design, MEMS 253 Engineering Mechanics I, MEMS 255 Engineering Mechanics II, MEMS 301 Thermodynamics, ChE 262 Introduction to Environmental Engineering, ChE 320 Thermodynamics, ChE 351 Engineering Analysis of Chemical Systems, CSE 200 Engineering and Scientific Computing, CSE 241 Algorithms and Data Structures, BME 201 From Concept to Market—The Business of Biomedical Engineering, BME 240 Biomechanics, Physics 217 Introduction to Quantum Physics I, Physics 318 Introduction to Quantum Physics II, CE 253, Biol 2960 Principles of Biology I, Biol 2970 Principles of Biology II, Chem 251 Organic Chemistry I, and Chem 252 Organic Chemistry II.
4. Twenty-six units of required ESE courses. ESE 230, ESE 232, ESE 260, ESE 317, ESE 326, ESE 330, ESE 351, ESE 498. MEMS 141D Introduction of Engineering Design: Project, or MEMS 165 Introduction to Nanotechnology.
5. Two upper-level laboratory courses (6 units) from the following list: ESE 331, ESE 435, ESE 447, ESE 448, ESE 465, ESE 488.
6. Fifteen units of elective ESE courses in electrical engineering subjects, from the following list: ESE 330-399, ESE 400, 402, 405, 407, 409, 425, 430-499, ESE 503-589.

7. Each undergraduate course in the School of Engineering & Applied Science has associated with it a certain number of engineering topics units. Students must complete a selection of courses for which the accumulated engineering topics is 45 units. The number of engineering topics units for each engineering course is found under "Engineering course attributes" in the Engineering Student Services web page at <http://engineering.wustl.edu/Resources/Registrar.asp>.
8. Limitations. No more than 3 credits of ESE 400 (Independent Study) and no more than 3 credits of 500-level courses may be applied toward the Electrical Engineering elective requirement (Item 6) of the B.S.E.E. degree.
9. Limitations. No more than 6 units of the combined units of ESE 400 (Independent Study) and ESE 497 (Undergraduate Research) may be applied toward the ESE elective requirement (Item 6) of the B.S.E.E. degree. Any remaining combined units are allowed as free electives to satisfy the requirement on the total number of units.
10. The courses taken to satisfy the following B.S.E.E. degree requirements must be taken for a letter grade and not on a pass/fail basis: Item 4 (required ESE courses), Item 5 (upper-level laboratory courses) and Item 6 (elective ESE courses).

This professional degree is accredited by the Accreditation Board for Engineering and Technology (ABET).

[Click here for a sample Electrical Engineering curriculum.](#)

[Click here for a sample Pre-Med Electrical Engineering curriculum.](#)

## Bachelor of Science in Systems Science and Engineering

This program educates you in the engineering and science of systems. Graduates are expected to have mathematical competence and knowledge of systems analysis, and design methods, differential equations, dynamic systems theory, automatic control theory, system stability, estimation, optimization, modeling, identification, simulation, and basic computer programming. You will have an engineering outlook and engineer's competence of your own and be able to interact fully with other engineers. You also will possess sufficient proficiency in computer use to design algorithms for simulation, estimation, control, and optimization.

The engineering departments of high-technology industries are staffed by large numbers of engineers with this type of expertise. However, graduates are by no means restricted to careers in traditional industry or in high-technology industries. Within the outlined framework, a salient feature of the program is its flexibility and interdisciplinary nature. It is possible for you to orient study toward preparation for systems science and engineering work in

large complex systems such as transportation or power or communications networks or in societal systems such as the economy, ecology, the cities, or biological systems. You may wish to prepare for work along theoretical or professional lines. There is ample room in the program structure to accommodate all these interests and to make your preparation at the B.S. level ideally suited for your future plans and interests. This professional degree is accredited by the Accreditation Board for Engineering and Technology (ABET).

### Educational Objectives of the B.S.S.E. Degree Program

- Graduates will be technically competent in systems engineering including control engineering and operations research. They will have the ability to model, analyze, design, simulate, and optimize engineering and socioeconomic systems by applying basic principles and methodology of advanced mathematics, natural science, and engineering sciences. They will be able to use modern engineering techniques, skills, and tools, particularly recognizing the role that computer programs play in systems engineering. They will be able to identify, formulate, and solve novel engineering problems that are subject to realistic constraints from the overall system's point of view.
- Graduates will be able to apply the knowledge and skills from a broad education with sensitivity to the global, societal, and environmental issues.
- Graduates will be prepared for professional practice in engineering as well as for graduate research programs. They will have an understanding of ethical, social, and professional responsibility; recognize the need for, and have the ability to engage in, lifelong learning; and have the ability to function and communicate effectively, both individually and within multidisciplinary teams.

### B.S.S.E. Degree Requirements

The course sequence designed to achieve the type of education outlined above requires at least 120 units, satisfies the residency and other applicable requirements of Washington University and the School of Engineering & Applied Science, and meets the following program requirements:

1. Common Studies program of the School of Engineering & Applied Science. This includes courses in engineering, mathematics, physics, chemistry, humanities, social sciences, and technical writing. The required chemistry sequence is Chem 111A–151.
2. Required courses in systems science and engineering: ESE 105 Introduction to Electrical and Systems Engineering (3 units) or ESE 251 Introduction to Systems Science and Engineering (3 units); ESE 309 Matrix Algebra (3 units) or Math 429 Linear Algebra (3 units); ESE 317 Engineering Mathematics (4 units); ESE 326 Probability and Statistics

for Engineering (3 units); ESE 351 Signals and Systems (3 units); ESE 403 Operations Research (3 units); ESE 441 Control Systems (3 units); ESE 448 Systems Engineering Laboratory (3 units); and ESE 499 Systems Design Project (3 units).

3. Two of the following four computer science courses: CSE 131 Computer Science I (3 units); CSE 241 Algorithms and Data Structures (3 units); CSE 132 Computer Science II (4 units); or CSE 200 Engineering and Scientific Computing (3 units). Students are encouraged to take CSE 131 Computer Science I and CSE 241 Algorithms and Data Structures. The other possible sequences are CSE 131 and CSE 132 or CSE 200 and CSE 131.

Students interested in a Minor in Computer Science are recommended to take CSE 131 Computer Science I, CSE 132 Computer Science II, CSE 241 Algorithms and Data Structures (3 units), CSE 332S Object-oriented Software Development Laboratory (3 units) and CSE 436S Software Engineering Workshop (3 units).

4. One of the following three laboratory courses: ESE 447 Robotics Laboratory (3 units), ESE 449 Digital Process Control Laboratory (3 units), ESE 488 Signals and Systems Laboratory (3 units) and ESE 449 is recommended to students with a chemical engineering background.
5. Twelve units in elective courses in systems science and engineering: ESE 400 through 429; ESE 440 through 459; ESE 470 through 489; ESE 497; ESE 500 through 529; ESE 540 through 559. Up to 3 units of the following business courses may be part of the 12 units of SSE electives: OSCM 356 Operations Management, OSCM 458 Operations Planning and Control, OMM 576 Foundations of Supply Chain Management, OMM 577 Information Technology and Supply Chain Management.
6. Twelve units in engineering concentration outside of systems science and engineering. These units must all be taken in one of the following engineering areas: Biomedical Engineering, Chemical Engineering, Computer Science and Engineering, Electrical Engineering (ESE 102; ESE 230 through 239; ESE 260 through 290; ESE 330 through 339; ESE 360 through 390; ESE 430 through 439; ESE 460 through 469; ESE 490 through 496; ESE 498; ESE 530 through 539; ESE 560 through 589), or Mechanical Engineering and Materials Science. Of the 12 units, 9 units must be at the level 200 or higher. Sequences for concentrations in economics, mathematics, physics, premedicine, and other fields can be arranged with special departmental approval to meet your specific needs. When a nonengineering discipline is chosen as the outside concentration, the student needs to pay special attention to the next requirement, which is required of all students, and make sure that enough engineering contents are obtained

from the other courses. The use of basic required courses to fulfill the requirement for an outside concentration requires special approval from the department.

7. The entire course sequence for the B.S.S.S.E. containing engineering topics of at least 45 units. Note that each engineering course is assigned engineering topic units. (Click on Engineering Course Attributes on the Engineering Student Services web page at <http://engineering.wustl.edu/Resources/Registrar.asp>.)
8. Limitations. No more than 6 units of the combined units of ESE 400 (Independent Study) and ESE 497 (Undergraduate Research) may be applied toward the SSE elective requirement (Item 5) of the B.S.S.S.E. degree. Any remaining combined units are allowed as free electives to satisfy the requirement on the total number of units.
9. The courses taken to satisfy the following B.S.S.S.E. degree requirements must be taken for a letter grade and not on a pass/fail basis: Item 2 (required ESE courses), Item 4 (elective laboratory course) and Item 5 (elective ESE courses).

The program requirements for the B.S. in Systems Science and Engineering allow a double major with another department. Changes in the program to accommodate such double majors may be made with departmental approval. See a sample program for the B.S. in Systems Science and Engineering.

[Click here for a sample Systems Science and Engineering curriculum.](#)

[Click here for a sample Pre-Med Systems Science and Engineering curriculum.](#)

## Bachelor of Science in Applied Science (Electrical Engineering)

Students who do not plan to pursue a career in electrical engineering but seek a strong foundation in the principles of electrical engineering may choose the Bachelor of Science in Applied Science (Electrical Engineering). The program ensures that the student learns the foundations of electrical engineering through breadth requirements. In addition, there is flexibility in selecting upper-level courses to meet the student's individual objectives. This program also may be attractive for students interested in obtaining multiple degrees because the requirements are less strict than for the B.S.E.E. 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 nonprofessional degree is not accredited by the Accreditation Board for Engineering and Technology (ABET).

The degree requirements include the residency and general requirements of the University and the School of Engineering and:

	Units
Humanities and social sciences electives	18
Mathematics, science, and engineering electives	24
Required courses in electrical engineering (ESE 230, 232 and 330 or 351)	10
Upper-level elective courses in electrical engineering (ESE 260, 326, 330-399, 400, 402, 405, 407, 409, 430-499, 505-589)	21
Free electives	47
	120

The program must include at least 48 units at the 300 level or higher.

## Bachelor of Science in Applied Science (Systems Science and Engineering)

This program provides you with the opportunity to prepare your academic career with maximum flexibility, but with enough organization to assure substantive, consistent training in systems science methodology and outlook. This program is recommended if you wish to pursue a course of study that does not follow conventional lines. It is an especially advantageous component 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 nonprofessional degree is not accredited by the Accreditation Board for Engineering and Technology (ABET).

The degree requirements include the residency and general requirements of the University and the School of Engineering and:

	Units
Humanities and social sciences electives	18
Mathematics, science, and engineering electives	24
Systems science and engineering electives (ESE 309, 317, 326, 351, 400-429, 440-459, 470-489, 500-529, 540-559)	24
Free electives	54
	120

The program must include at least 48 units at the 300 level or higher.

## The Second Major in Systems Science

A second major is ideal for study in many areas such as physics, chemistry, economics, and computational biology. Students in undergraduate divisions other than engineering have the opportunity to pursue a second major in the Department of Electrical and Systems Engineering in the School of Engineering & Applied Science.

The requirements for a second major in systems science are: (1) ESE 105 Introduction to Electrical and Systems Engineering or ESE 251 Introduction to Systems Science and Engineering, (2) ESE 309 Matrix Algebra, (3) ESE 351 Signals and Systems, (4) ESE 403 Operations Research, (5) one of the following: ESE 317 Engineering Mathematics, ESE 326 Probability and Statistics for Engineering, or ESE 441 Control Systems Design, (6) eight 3-unit ESE courses in the Systems area chosen from ESE 400 through 429; ESE 440 through 459; ESE 470 through 489; 500 through 529; ESE 540 through 559.

Students may petition to substitute systems-oriented courses from other disciplines for two of these eight courses (for example, courses in computational physics, mathematical economics, or computational mathematics).

Within this second major in systems science, areas of concentration are possible in: robotics, control systems, and operations research.

This totals 34 to 40 units of systems science, depending on students' use of the substitution option for upper-level electives. To design a customized program, contact the departmental associate chair or the director of the program.

## The Minor in Electrical Engineering

**Units required:** 15

**Required courses:**

ESE 230. Introduction to Electrical and Electronic Circuits  
ESE 330. Engineering Electromagnetics Principles  
ESE 351. Signals and Systems

**Electives:** Students may select two electrical engineering elective courses from the following list:

ESE 232. Introduction to Electronic Circuits  
ESE 260. Introduction to Digital Logic and Computer Design  
ESE 330–399.  
ESE 430–499, with the exception of ESE 431.

For more information, contact the director for the minor or visit the minor web page.

## The Minor in Energy Engineering (ESE)

This minor will provide students with course work that will enhance their background, knowledge, and skills in the topical area of Energy Engineering. The minor covers classes in several fields of science and engineering, encompassing the Department of Energy, Environmental, and Chemical Engineering; the Department of Electrical and Systems Engineering; and the Department of Mechanical Engineering and Materials Science.

The Minor in Energy Engineering is open to undergraduate students pursuing an engineering major, students from the sciences (Biology, Chemistry, Physics) in Arts & Sciences, and the Environmental Studies major.

**Units required:** 18

**Required courses:**

Select from the following menus:

**Basic and Applied Sciences** (fundamental content) (two courses) :

EECE/ChE. 320 Thermodynamics or MEMS 301. Thermodynamics  
MEMS 3410. Fluid Mechanics or ChE 367. Transport I (Fluids)  
EECE/ChE 369. Energy Transfer Processes or MEMS 342. Heat Transfer (spring)  
ESE 332. Power, Energy, and Polyphase Circuits (spring)

**Social Science/Policy/Economics Elective** (one course) :

EnSt 451. Environmental Policy (fall)

EECE 590. Energy and Environment, Economics and Decision Making (spring)  
EnSt 332. Energy and Environmental Issues (spring)  
ESE 408. Systems Dynamics Approach to Design Sustainable Policies (fall)

**Electives** (Choose three courses. One of the courses is required to be chosen from outside your major degree department. A partner department may approve the use of a course listed under Basic and Applied Sciences as elective.):

EECE 401. International Experience in Energy, Environmental and Chemical Engineering (summer/fall)  
EECE 495/594. Energy and Buildings (fall)  
EECE/MEMS 5404. Combustion (fall)  
EECE/ChE 4830. BioEnergy (spring)  
EECE/ChE 345. Pollution Abatement and Waste Minimization (fall)  
MEMS 5422. Solar Energy Thermal Processes (summer)  
MEMS 5420. HVAC I (fall)  
MEMS 5421. HVAC II (spring)  
MEMS 5705. Wind Energy Systems (spring)  
MEMS 412. Design of Thermal Systems (spring)  
ESE 434. Solid State Power Circuits and Applications (fall)  
ESE 435. Electrical Energy Laboratory (spring)  
ESE 437. Sustainable Energy (spring)

## Committee to Oversee Energy Engineering Minor

**Pratim Biswas** (EECE, Coordinator)

**Hiro Mukai** (ESE)

**David Peters** (MEMS)

The committee ensures that any course added to the above lists contain a significant amount of energy topics and that the entire program be cohesive.

Visit the minor web page for more information.

## The Minor in Mechatronics (ESE)

**(Program Director: Hiro Mukai)**

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:**

MEMS 255. Engineering Mechanics II (Dynamics)  
MEMS 411. Mechanical Engineering Design Project (Mechatronics project)  
ESE 446. Robotics: Dynamics and Control  
ESE 444. Sensors and Actuators

**Two electives from the following:**

MEMS 431 Structural Dynamics and Vibration  
MEMS 5101 Fluid Power Systems  
  
MEMS 4301 Modeling, Simulation, and Control  
**or**  
MEMS 4302 Aircraft Flight Dynamics and Control  
**or**  
ESE 441 Control Systems  
  
ESE 336 Principles of Electronic Devices  
ESE 442 Digital Control Systems  
CSE 467S Embedded Computing Systems  
ESE 482 Digital Signal Processing  
CSE 550A Mobile Robotics

**Prerequisite:**

Basic programming course: CSE 131 or CSE 200.

Visit the minor web page for more information.

**E35 ESE 100. Independent Study**

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**E35 ESE 101. Introduction to Engineering Tools: MATLAB and Simulink**

MATLAB and Simulink are important tools in quickly analyzing different designs in many engineering disciplines and are also perhaps the most used software in many engineering schools.

Gain skills in the basics of the array-based language MATLAB to write programs, including scripts and functions, to calculate and display variables and images. Learn the basics of Simulink to build and simulate models from standard blocks. Discover both MATLAB and Simulink in an environment with supervised practice and hands-on experience. Practice problems are chosen from different engineering fields as well as from a few socio-economic fields so that students can see the software being exploited in real life applications. This is a pass/fail course. Prerequisite: Freshman standing.

Credit 1 unit.

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**E35 ESE 103. Introduction to Electrical Engineering**

A hands-on introduction to electrical engineering to put the FUN into the electrical engineering FUNdamentals. Experiments are designed to be easy to conduct and understand. We examine some of the technologies used in a variety of applications including the iPod, ultrasound imaging, radar, and credit card readers. We also hear presentations from the EE faculty about their research. Credit 1 unit.

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**E35 ESE 107. Introduction to Sustainable Energy**

What do you really know about the coming energy crunch? What should you know about the coming energy crunch? For that matter, what does the instructor know about the coming energy crunch? Probably, in all three cases, not nearly as much as befits a well-informed citizen of our democracy, which is facing one. A fundamental prerequisite for continued existence of our technically rich civilization is sustainable energy, energy that will be available even when our dowry of fossil fuels and fissionable elements is only a memory. The purpose of this course is to attain understanding of the daunting problems that have to be worked through to achieve that sustainability. Topics include: Ragone charts; nuclear transformations and gravity as primary energy sources; sunshine, tides, and geothermal heat as secondary energy sources; fossil fuels, biomass, elevated bodies of water, wind, etc. as tertiary energy sources; the electric power grid; load leveling using quaternary energy sources; the slowly approaching mineral resource crunch. The group meets an average of one and a half hours a week for provocative discussion of the texts and other reading matter. A short essay (fewer than 750 words) is required at the end of the course. Prerequisites: high school biology, chemistry, and physics. Credit 1 unit.

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**E35 ESE 141. Introductory Robotics**

A hands-on introduction to robotics. Project-oriented course in which students build and program a robot guided by upper-division students. Friendly competition at the end of semester. Students gain electrical lab experience, programming experience, and a guided introduction into the field of robotics. Recommended to freshmen and sophomores.



Credit 1 unit.

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**E35 ESE 145. Computer Control of a Robot**

This course is designed for engineering freshmen. Students learn to control a robot via a personal computer in the systems engineering laboratory. Specifically, they learn the basics of programming, the interface between the computer and the robot, the use of the special software for controlling the interface and ultimately the real-time control of the robot. The course emphasizes team projects in which a group of students develop computer programs for controlling a robot.

Credit 2 units.

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**E35 ESE 230. Introduction to Electrical and Electronic Circuits**

Electron and ion motion, electrical current and voltage. Electrical energy, current, voltage, and circuit elements. Resistors, Ohm's Law, power and energy, magnetic fields and DC motors. Circuit analysis and Kirchhoff's voltage and current laws. Thevenin and Norton transformations and the superposition theorem. Measuring current, voltage, and power using ammeters and voltmeters. Energy and maximum electrical power transfer. Computer simulations of circuits. Reactive circuits, inductors, capacitors, mutual inductance, electrical transformers, energy storage, and energy conservation. RL, RC, and RLC circuit transient responses, biological cell action potentials due to Na and K ions. AC circuits, complex impedance, RMS current and voltage. Electrical signal amplifiers and basic operational amplifier circuits. Inverting, noninverting, and difference amplifiers. Voltage gain, current gain, input impedance, and output impedance. Weekly laboratory exercises related to the lectures are an essential part of the course. Prerequisites: Physics 118A. Corequisite: Math 217.

Credit 4 units.

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**E35 ESE 232. Introduction to Electronic Circuits**

Analysis and design of linear electronic circuits. Terminal characteristics of active semiconductor devices. Incremental and DC models for diodes, metal-oxide-semiconductor field effect transistors (MOSFETs), and bipolar junction transistors (BJTs). Design and analysis of single- and multistage amplifiers. Volatile and nonvolatile memories. Understanding of common application circuits (e.g., operational amplifier, memories) in integrated circuit chips. Semester-long design project. Prerequisite: ESE 230.

Credit 3 units.

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**E35 ESE 233. Electrical and Electronics Laboratory**

Lectures and laboratory exercises related to sophomore topics in introductory networks and basic electronics. Prerequisite: ESE 230.

Credit 3 units.

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**E35 ESE 251. Introduction to Systems Science and Engineering**

Introduction to the methodology of systems engineering: mathematical modeling, deterministic and stochastic systems, optimization, utilization of scientific literature. Applications in engineering, environmental studies, sports, medicine, business, etc. Guest lecturers from various disciplines. Students are required to do mini research projects (in groups) and present their results. Grading is based on presentations and reports. Not open to seniors or graduate students. Prerequisite: Math 233, Physics 117A and 118A. Corequisite: Math 217.

Credit 3 units.

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**E35 ESE 260. Introduction to Digital Logic and Computer Design**

Same as CSE 260M

Credit 3 units.

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**E35 ESE 309. Matrix Algebra**

Same as Math 309

Credit 3 units.

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**E35 ESE 317. Engineering Mathematics**

The Laplace transform and applications; series solutions of differential equations, Bessel's equation, Legendre's equation, special functions; matrices, eigenvalues, and eigenfunctions; vector analysis and applications; boundary value problems and spectral representations; Fourier series and Fourier integrals; solution of partial differential equations of mathematical physics. Prerequisite: Math 217 or equivalent.

Credit 4 units.

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**E35 ESE 326. Probability and Statistics for Engineering**

Study of probability and statistics together with engineering applications. Probability and statistics: random variables, distribution functions, density functions, expectations, means, variances, combinatorial probability, geometric probability, normal random variables, joint distribution, independence, correlation, conditional probability, Bayes theorem, the law of large numbers, the central limit theorem. Applications: reliability, quality control, acceptance sampling, linear regression, design and analysis of experiments, estimation, hypothesis testing. Examples are taken from engineering applications. Prerequisites: Math 233 or equivalent.

Credit 3 units.

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**E35 ESE 330. Engineering Electromagnetics Principles**

Electromagnetic theory as applied to electrical engineering: vector calculus; electrostatics and magnetostatics; Maxwell's equations, including Poynting's theorem and boundary conditions; uniform plane-wave propagation; transmission lines, TEM modes,

including treatment of general lossless lines, and pulse propagation; introduction to guided waves; introduction to radiation and scattering concepts. Prerequisite: ESE 317 or equivalent.

Credit 3 units.

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**E35 ESE 331. Electronics Laboratory**

Laboratory exercises provide students with a combination of hands-on experience in working with a variety of real instruments and in working in a simulated "virtual" laboratory setting. A sequence of lab experiments provide hands-on experience with grounding and shielding techniques, signal analysis, realistic operation amplifier (op amp) characterization, op amp-based active filters characterization, MOSFET chopper/amplifier behavior, measurement of pulses propagating on a transmission line with various terminations, experience with both AM and FM modulation. Students gain experience in working with: sampling oscilloscopes, various signal generators, frequency counters, digital multimeters, spectrum analyzers, and contemporary connection boards. The course concludes with a hands-on project to design and demonstrate an electronic component. Prerequisite: ESE 230.

Credit 3 units.

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**E35 ESE 332. Power, Energy and Polyphase Circuits**

Fundamental concepts of power and energy; electrical measurements; physical and electrical arrangement of electrical power systems; polyphase circuit theory and calculations; principal elements of electrical systems such as transformers, rotating machines, control, and protective devices, their description and characteristics; elements of industrial power system design. Prerequisite: ESE 230.

Credit 3 units.

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**E35 ESE 334. Network Analysis**

Theoretical and practical aspects of electrical networks. Loop and nodal analysis of multiport networks. Transfer functions, admittance and impedance functions, and matrices. Magnitude and phase relations. Butterworth, Chebyshev, and other useful network response functions. Network theorems. Computer-aided design. Synthesis of passive (LC, RC, RLC) networks and of active (RC) networks. Prerequisite: ESE 260/CSE 260M.

Credit 3 units.

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**E35 ESE 336. Principles of Electronic Devices**

Introduction to the solid-state physics of electronic materials and devices, including semiconductors, metals, insulators, diodes, and transistors. Crystal growth technology and fundamental properties of crystals. Electronic properties and band structure of electronic materials, and electron transport in semiconductor materials. Fabrication of PN junction diodes, metal-semiconductor junctions, and transistors and integrated-circuit chips. Fundamental electrical properties of rectifying diodes and light-emitting diodes,

bipolar transistors, and field-effect transistors. Device physics of diodes and transistors, large-signal electrical behavior and high-frequency properties. Prerequisite: Physics 118A.

Credit 3 units.

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**E35 ESE 337. Electronic Devices and Circuits**

Introduction to semiconductor electronic devices: transistors and diodes. Device electrical DC and high-frequency characteristics. Bipolar transistors, field-effect transistors, and MOS transistors for analog electronics applications. Transistor fabrication as discrete devices and as integrated-circuit chips. Large-signal analysis of transistor amplifiers: voltage gain, distortion, input resistance and output resistance. Analysis of multitransistor amplifiers: Darlington, Cascode, and coupled-pair configurations. Half-circuit concepts, differential-mode gain, common-mode gain, and differential-to-single-ended conversion. Transistor current sources, active loads, and power-amplifier stages. Applications to operational amplifiers and feedback circuits. Prerequisite: ESE 232.

Credit 3 units.

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**E35 ESE 351. Signals and Systems**

Introduction to concepts and methodology of linear dynamic systems in relation to discrete- and continuous-time signals. Representation of systems and signals. Fourier, Laplace, and Z-transforms and convolution. Input-output description of linear systems: impulse response, transfer function. State-space description of linear systems: differential and difference equation description, transition matrix. Time-domain and frequency-domain system analysis: transient and steady-state responses, system modes, stability, frequency spectrum. System design: filter, modulation. Continuity is emphasized from analysis to synthesis and implementation. Use of MATLAB. Prerequisites: The notion of Matrix algebra and Math 217 or equivalent, Physics 117A-118A. Corequisite: ESE 317

Credit 3 units.

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**E35 ESE 362. Computer Architecture**

Same as CSE 362M

Credit 3 units.

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**E35 ESE 400. Independent Study**

Opportunities to acquire experience outside the classroom setting and to work closely with individual members of the faculty. A final report must be submitted to the department. Not open to first-year or graduate students. Consult adviser. Hours and credit to be arranged.

Credit variable, maximum 3 units.

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**E35 ESE 402. Computer-Aided Design Systems**

Introduction to computer-aided techniques in the solution of network and electronic design problems, including filters; analysis of linear and nonlinear circuits; methods for numerical inte-

gration, evaluation of the Fourier integral; numerical methods for solving differential equations, automated methods for design; sparse matrix techniques. Use of problem-oriented languages such as SPICE. Methods for the analysis and design of digital circuits and systems. Prerequisites: ESE 232, 351.

Credit 3 units.

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**E35 ESE 403. Operations Research**

Introduction to the mathematical aspects of various areas of operations research, with additional emphasis on problem formulation. This is a course of broad scope, emphasizing both the fundamental mathematical concepts involved, and also aspects of the translation of real-world problems to an appropriate mathematical model. Subjects to be covered include linear and integer programming, network problems, and dynamic programming. Prerequisites: Math 217 and familiarity with matrix or linear algebra, or permission of instructor.

Credit 3 units.

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**E35 ESE 404. Applied Operations Research**

Application of deterministic and stochastic operations research techniques to real-world problems. Emphasis is given to linear programming and simulation. The nature of the problems ranges from logistics and planning to operations management. The systems to be examined are transportation systems, supply chain systems, medical care delivery systems, urban service systems, management systems, manufacturing systems. Emphasis is placed on the problem formulation of real-world problems, the use of computer software and the analysis of the solutions. Prerequisites: ESE 326 and ESE 403 or equivalent.

Credit 3 units.

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**E35 ESE 405. Reliability and Quality Control**

An integrated analysis of reliability and quality control function in manufacturing. Statistical process control, acceptance sampling, process capability analysis, reliability prediction, design, testing, failure analysis and prevention, maintainability, availability, and safety are discussed and related. Qualitative and quantitative aspects of statistical quality control and reliability are introduced in the context of manufacturing. Prerequisite: ESE 326 or equivalent.

Credit 3 units.

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**E35 ESE 407. Analysis and Simulation of Discrete Event Systems**

Study of the dynamic behavior of discrete event systems and techniques for analyzing and optimizing the performance of such systems. Covers both classical and recent approaches. Classical topics include Markov chains, queueing theory, networks of queues, related algorithms, and simulation methods. Recent approaches include decomposition and aggregation, approximation, and perturbation analysis of nonclassical systems. Applica-

tions are drawn from various areas, including production systems. Prerequisites: Math 217, ESE 326 or equivalent, CSE 126 or equivalent.

Credit 3 units.

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**E35 ESE 408. A System Dynamics Approach to Designing Sustainable Policies and Programs**

Principles and practice of modeling dynamic systems in the sciences, engineering, social sciences, and business. Model structure and its relationships to prior knowledge and assumptions, measurable quantities, and ultimate use in solving problems in application areas. Problems considered are in the areas of intervention, policy-making, business, and engineering systems. Model verification. The basic theory and practice of system dynamics. Quantitative methods are emphasized. Senior or graduate standing.

Credit 3 units.

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**E35 ESE 411. Numerical Methods**

An introduction to current numerical methods: root finding, direct solution of linear systems, iterative solution of linear systems, interpolation, data fitting, numerical differentiation and integration, application to physical and engineering problems. For graduate credit, a term project is required. Prerequisites: Math 217, CSE 131, 126 or 200 or equivalent, and sophomore standing.

Credit 3 units.

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**E35 ESE 415. Optimization**

Optimization problems with and without constraints. The projection theorem. Convexity, separating hyperplane theorems; Lagrange multipliers, Kuhn-Tucker-type conditions, duality; computational procedures. Optimal control of linear dynamic systems; maximum principles. Use of optimization techniques in engineering design. Prerequisites: ESE 309 or permission of instructor.

Credit 3 units.

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**E35 ESE 416. Complex Variables**

Introduces analytical functions of a complex variable as a primary tool in the formulation and solution of engineering problems. Topics: Elementary functions, contour integration in the complex plane, power series, residue theory, conformal mapping, Laplace and Fourier inverse transforms, two-dimensional potential theory. Prerequisite: Engineering ESE 317 or equivalent.

Credit 3 units.

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**E35 ESE 428. Probability**

Same as Math 493

Credit 3 units.

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**E35 ESE 430. Engineering Electromagnetics Applications**

Study of important applications of electromagnetic theory. Solution of electrostatic and magnetostatic problems involving Laplace and Poisson's equations subject to boundary conditions. Maxwell's equations, including boundary conditions for dielectrics and conductors, reflection and transmission characteristics with effects due to losses. Study of guided waves in rectangular and optical wave guides, including effects of dispersion. S-parameters and transmission networks, including S-matrix properties, relation to impedance, reflection coefficient, VSWR, and Smith chart. Study of antennas, including exposure to terminology and thin-wire antennas. Prerequisite: ESE 330.

Credit 3 units.

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**E35 ESE 431. Quantum Electronics**

Same as Physics 471

Credit 3 units.

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**E35 ESE 432. Advanced Analog Electronics**

Design and analysis of analog electronic circuits and operational amplifiers for use in control systems, instrumentation, and telecommunications. Large-signal analysis of high-power circuits including transfer characteristics, distortion, power efficiency, impedance, and high-frequency behavior. Frequency response, stability, and frequency-compensation of multistage feedback amplifiers. Fundamental treatment of electronic noise in circuits including thermal noise, shot noise, and 1/f noise. Review of general-purpose op-amps, wideband video op-amps, and high-performance precision operational amplifiers and chip layout. Linear and nonlinear analog applications, including power-booster amplifiers, precision rectifiers, differentiators, integrators, phase-locked loops, high-frequency analog multipliers, and mixers. Prerequisite: ESE 337.

Credit 3 units.

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**E35 ESE 433. Radio Frequency and Microwave Technology for Wireless Systems**

Focus is on the components and associated techniques employed to implement analog and digital radio frequency (RF) and microwave (MW) transceivers for wireless applications, including: cell phones; pagers; wireless local area networks; global positioning satellite-based devices; and RF identification systems. A brief overview of system-level considerations is provided, including modulation and detection approaches for analog and digital systems; multiple-access techniques and wireless standards; and transceiver architectures. Focus is on RF and MW: transmission lines; filter design; active component modeling; matching and biasing networks; amplifier design; and mixer design. Prerequisite: ESE 330.

Credit 3 units.

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**E35 ESE 434. Solid-State Power Circuits and Applications**

Study of the strategies and applications power control using solid-state semiconductor devices. Survey of generic power electronic converters. Applications to power supplies, motor drives, and consumer electronics. Introduction to power diodes, thyristors, and MOSFETs. Prerequisites: ESE 232, 351.

Credit 3 units.

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**E35 ESE 435. Electrical Energy Laboratory**

Experimental studies of principles important in modern electrical energy systems. Topics include: power measurements, single-phase transformers, batteries, three-phase circuits and transformers, static frequency converters, thermoelectric cooling, solar cells, electrical lighting, induction, commutator, and brushless motors, and synchronous machines. Prerequisites: ESE 230 and 232.

Credit 3 units.

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**E35 ESE 436. Advanced Electronic Devices**

The physics of state-of-the-art electronic devices. Devices to be studied include novel diode structures (light-emitting diodes, semiconductor laser diodes), high-power devices (SCRs, TRIACs, and power transistors), and high-speed devices. High-speed devices include heterojunction bipolar (HBT), heterojunction field-effect (HFET), and high electron mobility (HEMT) transistors used in very high-speed systems (up to 100 GHz). Advanced bipolar transistors (poly-Si), used in high-speed microprocessors, examined; also materials properties, transport mechanisms, band structure, and physics of these devices. Prerequisite: ESE 336.

Credit 3 units.

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**E35 ESE 437. Sustainable Energy Systems**

We survey the field of sustainable energy and explore current and future contributions within electrical and systems engineering. Specific areas and selected topics include energy distribution and storage, smart and robust power grids, energy and building efficiency, energy conversion, photovoltaics, and control of wind turbines. The course consists of lectures, laboratory experiments, review and discussion of literature, and student projects. Prerequisite: ESE 317 and junior or senior standing, or permission of the instructor.

Credit 3 units.

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**E35 ESE 438. Applied Optics**

Topics relevant to the engineering and physics of conventional as well as experimental optical systems and applications explored. Items addressed include geometrical optics, Fourier optics such as diffraction and holography, polarization and optical birefringence such as liquid crystals, and nonlinear optical phenomena and devices. Prerequisite: ESE 330 or equivalent.

Credit 3 units.

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**E35 ESE 441. Control Systems**

Introduction to theory and practice of automatic control for continuous-time systems. Representations of the system: transfer function, block diagram, signal flow graph, differential state equation and output equation. Analysis of control system components. Transient and steady-state performance. System analysis: Routh-Hurwitz, root-locus, Nyquist, Bode plots. System design: PID controller, and lead-lag compensators, pole placement via state feedback, observer, stability margins in Nyquist and Bode plots. Emphasis on design principles and their implementation. Design exercises with a MATLAB package for specific engineering problems. Prerequisite: ESE 351 or MASE 431.

Credit 3 units.

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**E35 ESE 442. Digital Control Systems**

The control of physical systems with digital computer, microprocessor, or special-purpose digital hardware is becoming very common. Course continues ESE 441 to develop models and mathematical tools needed to analyze and design these digital, feedback-control systems. Linear, discrete dynamic systems. The Z-transform. Discrete equivalents to continuous transfer functions. Sampled-data control systems. Digital control systems design using transfer and state-space methods. Systems composed of digital and continuous subsystems. Quantization effects. System identification. Multivariable and optimum control. Prerequisite: ESE 351 and 441 (or MAE 431), or permission of instructor.

Credit 3 units.

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**E35 ESE 444. Sensors and Actuators**

The course provide engineering students with basic understanding of two of the main components of any modern electrical or electromechanical system; sensors as inputs and actuators as outputs. The covered topics include transfer functions, frequency responses and feedback control. Component matching and bandwidth issues. Performance specification and analysis, Sensors: analog and digital motion sensors, optical sensors, temperature sensors, magnetic and electromagnetic sensors, acoustic sensors, chemical sensors, radiation sensors, torque, force and tactile sensors. Actuators: stepper motors, DC and AC motors, hydraulic actuators, magnet and electromagnetic actuators, acoustic actuators. Introduction to interfacing methods: bridge circuits, A/D and D/A converters, microcontrollers. This course is useful for those students interested in control engineering, robotics and systems engineering. Prerequisites: one of the following four conditions: (1) prerequisite of ESE 230 and corequisite of ESE 351; (2) prerequisites of ESE 230, ESE 317, and MASE 255 (Mechanics II); (3) prerequisites of ESE 105/251 and ESE 351; and (4) permission of instructor.

Credit 3 units.

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**E35 ESE 446. Robotics: Dynamics and Control**

Homogeneous coordinates and transformation matrices. Kinematic equations and the inverse kinematic solutions for manipulators, the manipulator Jacobian and the inverse Jacobian. General model for robot arm dynamics, complete dynamic coefficients for six-link manipulator. Synthesis of manipulation control, motion trajectories, control of single- and multiple-link manipulators, linear optimal regulator. Model reference adaptive control, feedback control law for the perturbation equations along a desired motion trajectory. Design of the control system for robotics. Prerequisites: ESE 317, 351 or 441, and knowledge of a programming language.

Credit 3 units.

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**E35 ESE 447. Robotics Laboratory**

Introduces the students to various concepts such as modeling, identification, model validation and control of robotic systems. The course focuses on the implementation of identification and control algorithms on a two-link robotic manipulator (the so-called pendubot) that is 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 MAE 417.

Credit 3 units.

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**E35 ESE 448. Systems Engineering Laboratory**

Experimental study of real and simulated systems and their control. Identification, input-output analysis, design and implementation of control systems. Noise effects. Design and implementation of control laws for specific engineering problems. Corequisite: ESE 441 and knowledge of a programming language.

Credit 3 units.

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**E35 ESE 449. Digital Process Control Laboratory**

Same as ChE 433

Credit 3 units.

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**E35 ESE 460. Switching Theory**

Same as CSE 460T

Credit 3 units.

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**E35 ESE 462. Computer Systems Design**

Same as CSE 462M

Credit 3 units.

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**E35 ESE 463. Digital Integrated Circuit Design and Architecture**

Same as CSE 463M  
Credit 3 units.

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**E35 ESE 464. Digital Systems Engineering**

Same as CSE 464M  
Credit 3 units.

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**E35 ESE 465. Digital Systems Laboratory**

Same as CSE 465M  
Credit 3 units.

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**E35 ESE 467. Embedded Computing Systems**

Same as CSE 467S  
Credit 3 units.

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**E35 ESE 471. Communications Theory and Systems**

Introduction to the concepts of transmission of information via communication channels. Amplitude and angle modulation for the transmission of continuous-time signals. Analog-to-digital conversion and pulse code modulation. Transmission of digital data. Introduction to random signals and noise and their effects on communication. Optimum detection systems in the presence of noise. Elementary information theory. Overview of various communication technologies such as radio, television, telephone networks, data communication, satellites, optical fiber, and cellular radio. Prerequisites: ESE 351 and ESE 326.  
Credit 3 units.

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**E35 ESE 482. Digital Signal Processing**

Introduction to analysis and synthesis of discrete-time linear time-invariant (LTI) systems. Discrete-time convolution, discrete-time Fourier transform, z-transform, rational function descriptions of discrete-time LTI systems. Sampling, analog-to-digital conversion, and digital processing of analog signals. Techniques for the design of finite impulse response (FIR) and infinite impulse response (IIR) digital filters. Hardware implementation of digital filters and finite-register effects. The Discrete Fourier Transform and the Fast Fourier Transform (FFT) algorithms. Prerequisite: ESE 351.  
Credit 3 units.

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**E35 ESE 483. Medical Imaging**

Introduction to the mathematical, physical, and engineering principles underlying modern medical imaging systems including x-ray computed tomography, ultrasonic imaging, and magnetic resonance imaging. Mathematical tools including Fourier analysis and the sampling theorem; the Radon transform and related transforms; reconstitution algorithms for computed tomography; tomographic imaging with diffracting sources; Bloch equations; free induction decay, spin echoes and gradient echoes; one-dimen-

sional Fourier magnetic resonance imaging; three-dimensional magnetic resonance imaging and slice excitation. Prerequisite: ESE 351.

Credit 3 units.

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**E35 ESE 488. Signals and Systems Laboratory**

A laboratory course designed to complement the traditional EE course offerings in signal processing, communication theory, and automatic control. Signals and systems fundamentals: continuous-time and discrete-time linear time-invariant systems, impulse and step response, frequency response, A/D and D/A conversion. Digital signal processing: FIR and IIR digital filter design, implementation and application of the Fast Fourier Transform. Communication theory: baseband, digital communication, amplitude modulation, frequency modulation, bandpass digital communication. Automatic control: system modeling, feedback control systems, closed-loop transient and frequency response. Laboratory experiments involve analog and digital electronics, and mechanical systems. Computer workstations and modern computational software used extensively for system simulation, real-time signal processing, and discrete-time automatic control. Prerequisite: ESE 351.

Credit 3 units.

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**E35 ESE 497. Undergraduate Research**

Undergraduate research under the supervision of a faculty member. The scope and depth of the research must be approved by the faculty member prior to enrollment. A written final report and a Web page describing the research are required.  
Credit variable, maximum 3 units.

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**E35 ESE 498. Electrical Engineering Design Projects**

Working in teams, students address design tasks assigned by faculty. Each student participates in one or more design projects in a semester. Projects are chosen to emphasize the design process, with the designers choosing one of several paths to a possible result. Collaboration with industry and all divisions of the University is encouraged. A written report, a Web page, and an oral presentation are required. Prerequisite: senior standing.  
Credit 3 units.

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**E35 ESE 499. Systems Design Project**

Term design project, directed by a faculty adviser, requiring use of systems theory, techniques, engineering, and concepts. This project is carried out in cooperation with either local industry or university laboratories. 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 systems engineering methods, and terminating with an actual solution. Required documents are a written proposal and a final report on the project. An oral presentation of the project and a web page are required. Prerequisite: SSE senior standing.



Credit 3 units.

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**Phone:** 314/935-5565

**Departmental website:** [http://ese.wustl.edu/  
undergraduateprograms/Pages/  
default.aspx](http://ese.wustl.edu/undergraduateprograms/Pages/default.aspx)

# Engineering: Energy, Environmental and Chemical Engineering

## About Energy, Environmental and 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 “life-long learning”; a curriculum of fundamental education coupled with applications in advanced focal areas and strengthened by our breadth in other disciplinary areas; participation in cutting-edge research with faculty and industrial partners; and access to state-of-the-art facilities and instrumentation. Most undergraduate students in the department pursue the B.S. in Chemical Engineering degree. Other students pursue a B.S. 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. Graduate degrees (Master of Engineering and Doctor of Philosophy) in Energy, Environmental and Chemical Engineering are offered by the department.

Chemical engineers are involved in the transfer of scientific discoveries to modern technologies and novel products that benefit society and minimize the impact on the environment. They deal with multiscale aspects of generating clean energy, producing novel and superior materials, and utilizing the biological revolution to manufacture new products. They are involved in the development and manufacture of consumer products, as well as in design, operation, and control of processes in a variety of industries (e.g., petroleum, petrochemical, chemical, consumer products, food, feed, and pharmaceuticals). Their broad training in basic sciences (e.g., chemistry, physics, biology, mathematics) coupled with a strong foundation in chemical engineering principles (e.g., thermodynamics, mass and energy balances, transport phenomena, kinetics, separations, reaction engineering, control, product development, and process design) makes them invaluable team members and leaders in any engineering enterprise. It also prepares them well for graduate studies in biochemical, biomedical, chemical, environmental, and materials engineering. In addition, the B.S. degree in chemical engineering is a great starting point for pursuing a degree in business, law, or medicine.

The curriculum is planned so as to provide students with a strong background in basic chemical engineering concepts, while allowing individual latitude to emphasize study in a specialized area or obtain added breadth both within and outside chemical engineering. The faculty devotes a considerable amount of time to individual advising. A contemporary approach to chemical engineering is focused on the multiscale aspects of the discipline, consistent with modern developments in computer-supported problem solving. Molecular-level understanding is utilized in

product development and process design, which in turn are evaluated in terms of their impact on the environment and society according to the principles of green engineering.

## Mission Statement

The mission of the department is to teach chemical and biochemical principles and their application in an inspiring learning environment and to prepare students for engineering careers by developing the skills of critical thinking, analytical abilities, and communication proficiency and by instilling a sense of professional ethics and societal responsibility.

## Program Objectives

Our Program Educational Objectives are as follows.

- (a) After graduation, graduates employed in the chemical processing and product design, life sciences, and manufacturing industries will have applied process design tools and product development concepts, assisted in plant operation and process control, and taken on managerial responsibilities.
- (b) Graduates pursuing doctoral studies will demonstrate superior preparedness by making reasonable progress toward a degree, excelling in course work, and conducting productive research.
- (c) Graduates capitalizing on the versatility of our program will excel in diverse career paths such as business, law, consulting, government, and education. After graduation, they will have taken concrete steps toward advancing their careers in such areas. Irrespective of the profession they choose, the graduates will benefit from critical thinking and problem-solving abilities, which we foster/emphasize throughout our curriculum.
- (d) Graduates will demonstrate an appreciation for ethical behavior, social responsibility, and diversity in their chosen professions.
- (e) Graduates also will be engaged in lifelong learning through further graduate education, short courses, or other training programs in their chosen professions.

## Advising

The department takes pride in the mentoring of undergraduate students. Each student who declares chemical engineering as a (potential) major is assigned an academic adviser from the tenure-track department faculty. Typically, the same adviser follows the student's academic progress and serves as a mentor from the freshman year through graduation.

## Chair

**Pratim Biswas**

Stifel and Quinette Jens Professor  
Ph.D., California Institute of Technology

Aerosol science and engineering, air quality and pollution control, nanotechnology, environmentally benign energy production

## Endowed Professor

### Milorad P. Dudukovic

Laura and William Jens Professor

Ph.D., Illinois Institute of Technology

Chemical reaction engineering, multiphase reactors, visualization of multiphase flows, tracer methods, environmentally benign processing

## Professors

### Richard L. Axelbaum

Ph.D., University of California–Davis

Combustion, fluid mechanics, thermal sciences

### William P. Darby

Ph.D., Carnegie Mellon

Environmental planning and management

### Rudolf B. Husar

Ph.D., University of Minnesota

Environmental informatics, aerosol science and engineering

### Himadri Pakrasi

Ph.D., University of Missouri–Columbia

Systems biology, photosynthesis, metal homeostasis

### P. A. Ramachandran

Ph.D., University of Bombay

Chemical reaction engineering, applied mathematics, process modeling, waste minimization, environmentally benign processing

## Associate Professors

### Daren Chen

Ph.D., University of Minnesota

Particle identification and control, aerosol instrumentation

### Daniel Giammar

Ph.D., California Institute of Technology

Aquatic chemistry, environmental engineering, water quality, water treatment

### John T. Gleaves

Ph.D., University of Illinois

Heterogeneous catalysis, particle chemistry

### Venkat Subramanian

Ph.D., University of South Carolina

Electrochemical systems, multiscale phenomena

### Jay R. Turner

D.Sc., Washington University

Air quality planning and management; aerosol science and engineering

## Assistant Professors

### Young-Shin Jun

Ph.D., Harvard University

Aquatic processes, molecular issues in chemical kinetics, environmental chemistry, surface/physical chemistry, environmental engineering, biogeochemistry, nanotechnology

### Cynthia Lo

Ph.D., Massachusetts Institute of Technology

Surface structure and reactivity, biomaterials, aquatic environmental interfaces, computational chemistry and molecular modeling

### Yinjie Tang

Ph.D., University of Washington

Metabolic engineering, bioremediation

## Joint Faculty

### Nathan Ravi

Ph.D., Virginia Polytechnic Institute

Cataract, ocular biomaterials

### Shelly Sakiyama-Elbert

Ph.D., California Institute of Technology

Bioactive materials

### Younan Xia

Ph.D., Harvard University

Nanotechnology, materials chemistry, biomaterials

## Research Professors

### Stefan Falke

D.Sc., Washington University

Environmental engineering

### Dong Qin

Ph.D., University of Pennsylvania

Soft lithography, nanofabrication, scanning probe microscopy, scanning electron microscopy, and surface enhanced Raman spectroscopy

### Grygoriy S. Yablonsky

Ph.D., Boreskov Institute of Catalysis (Russia)

Theory and modeling of heterogeneous catalysis and surface phase transitions

## Professor of the Practice

### Ruth Chen

Ph.D., University of Michigan  
Environmental toxicology, risk assessment, risk management,  
public health

## Adjunct Professors

### Charles N. Carpenter

Ph.D., Ohio State University  
Process design

### Robert Heider

M.M.E., Washington University  
Process control and process design

### Nicholas J. Nissing

B.S., Washington University  
Product development and process design

### Robin L. Shepard

D.Sc., Washington University  
Unit operations, safety, materials

## Research Associates

### Raymond Ehrhard

B.S., University of Missouri–Rolla  
Water and wastewater treatment technologies, process energy  
management

### John Murphy

Certified Energy Manager, P.E., Missouri  
M.S. Chemical Engineering, University of Missouri–Columbia  
Drinking water treatment process, hydrology and hydraulics,  
energy management

## Bachelor of Science in Chemical Engineering

The B.S.–Ch.E. degree program is designed to provide students with comprehensive training in chemical engineering fundamentals. This degree program is accredited through the Accreditation Board for Engineering and Technology (ABET). Program objectives are stated above. The B.S.–ChE degree requires satisfactory completion of a minimum of 126 units as indicated in Table 1. From the courses listed in Table 1, only CSE 100B and the humanities and social sciences courses may be taken pass/fail. A sample year-by-year ChE curriculum is shown in Table 2.

The program of study consists of 26 units of physical and biological sciences (i.e., biology, chemistry, and physics); 22 units of mathematics and engineering computing; 39 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 subdisciplines (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. A draft plan is developed as early as possible and formally reviewed each semester by the student and adviser. Consult the EECE department website for more details, including the requirements that must be satisfied by these chemical engineering electives.

[Click here for Table 1, describing the B.S.Ch.E. Requirements.](#)

[Click here for Table 2, a sample Ch.E. Curriculum.](#)

The curriculum is designed to provide opportunities for students to explore areas of interest within chemical engineering. In addition to the accredited B.S. degree in Chemical Engineering, another choice is to pursue the course of study leading to the B.S. degree in Applied Science (major in Chemical Engineering).

## Double Majors and Premedical 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, the social sciences, or other engineering courses. It also provides an opportunity to pursue a double major. The rules for combining majors in engineering and multiple majors involving other university divisions are described in the general section on the School of Engineering & Applied Science. Particularly popular with chemical engineering students is a double major with biomedical engineering or a combined degree program in Process Control Systems.

Traditionally, the undergraduate chemical engineering degrees, both the accredited degree and the applied science option, have been popular with students interested in medicine because the curriculum automatically satisfies many of the premedical requirements. The additional needed courses are taken as electives.

## Bachelor of Science in Applied Science (Chemical Engineering)

This degree serves students who wish to be exposed to key chemical engineering principles yet seek a more flexible curriculum. Consult the EECE department website for the specific requirements needed to earn this degree.

## The Minor in Environmental Engineering Science (EECE)

The EECE Department sponsors an undergraduate Minor in Environmental Engineering Science. This 20-21 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. Consult the EECE department website for more information.

**Units required:** 20-21

### Required courses:

Select from the following menus:

Introduction<sup>1</sup> (2-3 units):

ChE 146A. Introduction to Energy, Environmental & Chemical Engineering

ChE 262. Introduction to Environmental Engineering

Environmental Chemistry (3 units):

ChE 443. Environmental Chemistry

Green Engineering, Environmental Management, and Risk Assessment (3 units) :

ChE 345. Pollution Abatement & Waste Minimization

ChE 438. Environmental Risk Assessment and Toxicology

EECE 590. Energy and Environmental Economics and Risk Management Decision-Making

Environmental Engineering Electives (6 units):

ChE 344. Air Pollution (3 units)

ChE 400. Independent Study

ChE 499. Sustainable Air Quality

ChE 518. Aerosol Science and Technology

EECE 401. International Experiences in Energy, Environmental, and Chemical Engineering

EECE 534. Environmental Nanochemistry

EECE 5404. Combustion

Additional eligible courses (new courses, special offerings) will be posted on the EECE website as they courses become available.

Natural Science (3 units):

Biol 381. Introduction to Ecology

EPSc 323. Biogeochemistry

EPSc 428. Hydrology

EPSc 444. Environmental Geochemistry

Environmental Policy and Social Science (3 units) :

Econ 451. Environmental Policy

EnSt 539. Interdisciplinary Environmental Clinic

Pol Sci 332. Environment and Energy Issues

<sup>1</sup> Freshmen potentially interested in majoring in Chemical Engineering should take ChE 146A; all other students working toward the Minor in Environmental Engineering Science should take ChE 262.

## The Minor in Energy Engineering (EECE)

This minor will provide students with course work that will enhance their background, knowledge, and skills in the topical area of Energy Engineering. The minor covers classes in several fields of science and engineering, encompassing the Department of Energy, Environmental, and Chemical Engineering; the Department of Electrical and Systems Engineering; and the Department of Mechanical Engineering and Materials Science.

The Minor in Energy Engineering is open to undergraduate students pursuing an engineering major, students from the sciences (Biology, Chemistry, Physics) in Arts & Sciences, and the Environmental Studies major.

**Units required:** 18

### Required courses:

Select from the following menus:

**Basic and Applied Sciences** (fundamental content) (two courses) :

EECE/ChE. 320 Thermodynamics or MEMS 301. Thermodynamics

MEMS 3410. Fluid Mechanics or ChE 367. Transport I (Fluids)

EECE/ChE 369. Energy Transfer Processes or MEMS 342. Heat Transfer(spring)

ESE 332. Power, Energy, and Polyphase Circuits (spring)

**Social Science/Policy/Economics Elective** (one course) :

EnSt 451. Environmental Policy (fall)

EECE 590. Energy and Environment, Economics and Decision Making (spring)

EnSt 332. Energy and Environmental Issues (spring)

ESE 408. Systems Dynamics Approach to Design Sustainable Policies (fall)

**Electives** (Choose three courses. One of the courses is required to be chosen from outside your major degree department. A partner department may approve the use of a course listed under Basic and Applied Sciences as elective.):

EECE 401. International Experience in Energy, Environmental and Chemical Engineering (summer/fall)  
EECE 495/594. Energy and Buildings (fall)  
EECE/MEMS 5404. Combustion (fall)  
EECE/ChE 4830. BioEnergy (spring)  
EECE/ChE 345. Pollution Abatement and Waste Minimization (fall)  
MEMS 5422. Solar Energy Thermal Processes (summer)  
MEMS 5420. HVAC I (fall)  
MEMS 5421. HVAC II (spring)  
MEMS 5705. Wind Energy Systems (spring)  
MEMS 412. Design of Thermal Systems (spring)  
ESE 434. Solid State Power Circuits and Applications (fall)  
ESE 435. Electrical Energy Laboratory (spring)  
ESE 437. Sustainable Energy (spring)

## Committee to Oversee Energy Engineering Minor

**Pratim Biswas** (EECE, Coordinator)

**Hiro Mukai** (ESE)

**David Peters** (MEMS)

The committee ensures that any course added to the above lists contain a significant amount of energy topics and that the entire program be cohesive.

Visit the Energy Engineering Minor web page for more information.

### E33 EECE 401. International Experience in Energy, Environmental and Chemical Engineering

This course provides undergraduate students with an international experience related to energy, environmental and/or chemical engineering. The country visited varies from year to year with one or more EECE faculty members developing the program in collaboration with McDonnell Global Energy and Environment Partnership (MAGEEP) universities. Example activities include conducting field or laboratory research, attending short courses taught by MAGEEP university faculty members, and visiting attractions relevant to the course focus (e.g., industrial facilities). Students also gain an understanding of the local culture and history of the country visited. Course content includes a seminar series in the spring semester prior to the international experience, a two- to three-week visit to the location of study, and a followup student project and presentations during the fall semester that draws upon the experience. Students will enroll in EECE 401 for the fall semester following the trip.

Credit 3 units.

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### E33 EECE 495. Special Topics: Energy and Buildings

Same as EECE 595

Credit 3 units.

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### E63 ChE 146A. 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 outlined.

Credit 2 units.

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### E63 ChE 240. Independent Work

Prerequisite: sophomore standing.

Credit variable, maximum 9 units.

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### E63 ChE 275. Modeling and Computing in Chemical Engineering

Modeling and numerical methods to solve engineering, design, and scientific problems encountered in thermodynamics, transport phenomena, separation processes and reaction kinetics. Use of conservation principles in model building, dimensionless representation of problems, multiscale modeling and transient modeling. Numerical methods for solution of common problems in linear algebra, regression analysis, nonlinear algebraic equations, ordinary and partial differential equations, and boundary value problems. Use of MATLAB as a computational tool. Brief introduction to statistical techniques and Monte Carlo methods. Use of various MATLAB toolboxes. Illustrative application examples. Prerequisite: familiarization with MATLAB and spreadsheet.

Credit 3 units.

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### E63 ChE 320. Thermodynamics

Classical thermodynamics. First and second laws, properties of pure substances, mixtures, and solutions. Phase equilibria, chemical reaction equilibria. Prerequisites: Chem 111A, Math 132, and Physics 117A.

Credit 3 units.

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### E63 ChE 325. Materials Science

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.

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**E63 ChE 344. Air Pollution**

Generation, transport, and fate of gaseous and particulate air pollutants. Meteorology and its coupling to air quality. Photochemical smog formation, visibility impairment, pollutant dispersion modeling, and source apportionment. Prerequisite: ChE 443 or permission of instructor.

Credit 3 units.

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**E63 ChE 345. Pollution Abatement and Waste Minimization**

Strategies and methods for waste minimization and pollutant emission reduction. Hierarchical design strategies. Air pollution abatement: principles and technology. Waste water treatment: principles and technology. Design of mass exchange networks for waste reduction. Design of membrane based systems, adsorption and absorption equipment. Prerequisite: ChE 320 or permission of instructor.

Credit 3 units.

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**E63 ChE 351. Engineering Analysis of Chemical Systems**

Introduction to the use of mathematics and methods of engineering in analysis of chemical and physical processes. Use of conservation balances and basic rate laws to describe processes with and without chemical reaction in both transient and steady state conditions. Prerequisites: Chem 112A, Math 233. Corequisites: ChE 320, Math 217.

Credit 3 units.

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**E63 ChE 357. Mass Transfer Operations**

Stagewise and continuous mass transfer operations, including distillation, gas absorption, humidification, leaching, liquid extraction, and membrane separations. Prerequisites: Math 217, ChE 351, and ChE 320.

Credit 3 units.

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**E63 ChE 359. Molecular Transport Processes and Chemical Kinetics**

Molecular motions, kinetic theory of gases, kinetic theory of dense phases, chemical kinetics. Prerequisite: ChE 320.

Credit 3 units.

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**E63 ChE 366. Transport Phenomena In Biological Processes**

Same as ChE 367

Credit 3 units.

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**E63 ChE 367. Transport Phenomena I**

Development of pointwise conservation equations for mass, momentum, and energy. Application in analysis of physical processes where molecular transport mechanisms are dominant. Prerequisites: ChE 320, ChE 275, Math 217, ESE 317, or permission of instructor.

Credit 3 units.

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**E63 ChE 368. Transport Phenomena II**

Introduction to the concept of boundary layers and transition to turbulence. Application of pointwise mass, momentum, and energy conservation equations in physical processes where convective transport mechanisms play a dominant role. Prerequisite: ChE 366 or 367.

Credit 3 units.

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**E63 ChE 369. Energy Transfer Processes**

Introductory treatment of the principles of heat transfer by conduction, convection, or radiation. Mathematical analysis of steady and unsteady conduction along with numerical methods. Analytical and semi-empirical methods of forced and natural convection systems. Boiling and condensation heat transfer. Radiation between black-body and real surfaces. Radiation network analysis.

Credit 3 units.

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**E63 ChE 400. Independent Study**

Prerequisite: junior or senior standing.

Credit variable, maximum 9 units.

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**E63 ChE 431. Control Systems I**

Same as ESE 441

Credit 3 units.

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**E63 ChE 433. 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/ME 441 or ChE 462, or equivalent.

Credit 3 units.

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**E63 ChE 438. Environmental Risk Assessment and Toxicology**

Essentials of human and ecological toxicology. Relationship between toxicology and risk assessment. Concepts of environmental exposures and their practical applications. Qualitative and quantitative evaluation of human and animal studies. Estimations of individual risk and aggregate risk. Risk assessment methodology in regulatory decision making. Application of risk assessment in environmental exposures and evaluation of hazardous waste site. Risk communication and remediation. Prerequisites: senior or graduate standing, or permission of the instructor.

Credit 3 units.

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**E63 ChE 443. Environmental Chemistry**

Introduction to the chemistry of air, water and soil systems. Emphasis on the application of chemical equilibrium principles to quantitatively describe environmental systems. Chemical basis for processes occurring in the natural environment and industrial pollution control systems. Prerequisite: Chem 112A.

Credit 3 units.

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**E63 ChE 449. Sustainable Air Quality**

Introduction to sustainability and sustainable air quality. Systems science as an organizing principle for air quality management. Setting of air quality goals. Observing the status and trends. Establishing causal factors: energy use and chemical processing. Natural sources and variability. Corrective actions to reach air quality goals. Process design for emission reductions. Adoptive response to air pollution episodes. A web-based class project is conducted through the semester.

Credit 3 units.

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**E63 ChE 450. 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 261, ChE 320, or by permission of the instructor.

Credit 3 units.

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**E63 ChE 454. Industrial Accidents and Disasters—Case History Studies**

Learn industrial safety by reviewing actual case studies of events and incidents. The course studies major accidents, fires and explosions, environmental and biological disasters. Learn how much risk is acceptable by applying appropriate hazard and risk assessment analysis. The course also studies accident investigation procedures and methods of forensic engineering. Prerequisites: ChE/ME 320 or Chem 421, or permission of instructor.

Credit 3 units.

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**E63 ChE 455. Bioprocess Engineering II: Biological Processes**

This course considers in detail the fundamental concepts of biological processes that are relevant to fermentation biotechnology and wastewater treatment engineering applications. The students first tackle the stoichiometry and kinetics of biochemical reactions and then use the obtained knowledge to evaluate and model biological processes. After taking this course you should be able to use your basic process understanding, modeling tools, and knowledge gathered from current literature in evaluating existing large-scale biological process plants. An additional project is required to obtain graduate credit. Prerequisites: CE (E64) 352A or equivalent, or permission of instructor.

Credit 3 units.

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**E63 ChE 462. 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 ChE 351.

Credit 3 units.

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**E63 ChE 471. 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: ChE 320, 351, 359, 366/367.

Credit 3 units.

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**E63 ChE 473A. Chemical Engineering Laboratory**

Laboratory experiments designed to illustrate the principles of transport (heat, mass, and momentum), thermodynamics, kinetics and reaction engineering, and separations that apply to chemical and biological systems. Experiments include traditional chemical engineering unit operations and emerging areas such as biotechnology, bioenergy, and materials. One laboratory period and one workshop are alternating once a week. Lecture session(s) on process engineering components and process safety are scheduled every week. Prerequisites: ChE 357, 366/367. Corequisite: 471.

Credit 4 units.

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**E63 ChE 476. Engineering Properties of Materials**

A detailed look at the chemical, catalytic, optical, electronic, magnetic, and thermal properties of materials. Topics include the catalytic properties of metals and oxides; corrosion of metals; the interaction of light with solids; luminescence; photoconductivity; lasers; electrical conduction; semiconductors; piezoelectric and ferroelectric materials; and diamagnetism, paramagnetism and ferromagnetism. Prerequisite: ChE 325.

Credit 3 units.

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**E63 ChE 478A. Process and Product Design**

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: ChE 320, 357, 366/367, 471, 473A.

Credit 3 units.

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**E63 ChE 478B. 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 (two to three per group) solutions may be chosen for national competition. Concurrent with ChE 478A. Prerequisites: ChE 320, 357, 366/367, 471, 473A.

Credit 1 unit.

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**E63 ChE 479. Chemical Process Safety**

Analysis and management of fire and explosion hazards. Control of human exposure to toxic materials. Codes, standards, and regulations. Transportation and disposal of noxious substances. Analysis of drift from clouds, flares, and stacks. Venting of pressure vessels. Hazard evaluation and safety review of processes. Emergency plans for accidents and disasters. Prerequisite: ChE 320 or Chem 421, or permission of instructor.

Credit 3 units.

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**E63 ChE 480. Principles of Surface and Colloid Science**

Interfacial phenomena play key roles in such industrial operations as emulsification, catalysis, and detergency. Introduction to principles of surface science. Particular attention to describing the nature of the liquid/gas, liquid/liquid, solid/liquid, and solid/gas interfaces. Specific topics include methods of measuring surface tension, interfacial adsorption, surface area and particle size determinations, dispersion stabilization/flocculation, emulsification, and wetting. Prerequisite: ChE 320 or permission of instructor.

Credit 3 units.

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**E63 ChE 499. 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.

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**Phone:** 314/935-5545

**Departmental website:** [http://eece.wustl.edu/  
undergraduateprograms/Pages/  
default.aspx](http://eece.wustl.edu/undergraduateprograms/Pages/default.aspx)

# Engineering: Mechanical Engineering & Materials Science

The Department of Mechanical Engineering and Materials Science (MEMS) offers the Bachelor of Science degree in Mechanical Engineering (B.S.M.E.). In addition, minors in aerospace, robotics, mechatronics, and energy engineering, and in related scientific and engineering fields, are available to students. The MEMS curriculum emphasizes the core principles of mechanics (the study of forces, materials, and motion) that underlie mechanical engineering. The common curriculum during the student's early academic development encourages breadth of understanding, interdisciplinary thinking and creativity. Undergraduates in MEMS learn to analyze, model, design, and build a variety of mechanical systems such as automobile components, wind turbines, and medical devices. Freshman, sophomore, and early junior years are focused on learning fundamental concepts in statics, dynamics, fluid mechanics, and thermodynamics. In the junior and senior years, students choose electives that emphasize their specific interests and prepare them for a particular professional or academic career. The undergraduate curriculum for the B.S.M.E. degree provides Mechanical Engineering and Material Science students with a strong base in fundamental mathematics, science, and engineering; exposes the students to diverse applications of mechanics and materials; and provides the flexibility to explore creative ideas through undergraduate research and project-based courses.

Mechanical engineering is critical in a variety of important emerging technologies. Mechanical engineers design and develop artificial organs, prosthetic limbs, robotic devices, adaptive materials, efficient propulsion mechanisms, high-performance aerospace structures, and advanced renewable energy systems. The core concepts of mechanics, thermal systems, and materials science are at the heart of these technologies.

## Bachelor of Science Degree 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 B.S.M.E. is the first step toward a career in industry, academia, or government; it encourages a commitment to independent, lifelong learning and professional development. In addition to their technical studies, students learn to communicate their ideas clearly and to conduct themselves in an ethical and socially responsible manner.

The curriculum is a four-year program leading to the first professional degree, Bachelor of Science in Mechanical Engineering, which is accredited by the Accreditation Board for Engineering and Technology (ABET). The curriculum prepares the student for professional practice or postgraduate education in a broad spectrum of mechanical and other engineering or professional fields.

The curriculum provides critical knowledge in solid mechanics, fluid mechanics, thermodynamics and heat transfer, materials science, dynamics and control, and design. The curriculum is structured around a technical core of 102 units and 18 units of social science and humanities for a total degree requirement of 120 units. Core courses must be taken for credit (grade). The social science and humanities courses may be taken Pass/Fail.

The undergraduate program provides the necessary foundations in these areas, and the opportunity to specialize in topics of particular interest. Specialization is accomplished by judicious choice of engineering electives taken in 300-, 400-, or 500-level courses approved by your adviser. At the end of the four-year program, the student is ready to go on to graduate education, research, or professional practice.

## Mission Statement

The Mechanical Engineering and Materials Science faculty is committed to providing the best possible undergraduate mechanical engineering education. The faculty strives to nurture the intellectual, professional, and personal development of the students, to continually improve the curriculum, to remain current in their professional field and to maintain state-of-the-art facilities. The overarching goal is to prepare students for professional practice with a solid, scientifically grounded foundation in the major stems of mechanical engineering: mechanics, design, dynamics, control, fluid mechanics, thermal science, and materials science.

## Program Objectives

The faculty of our department aspire to make positive, substantive, and lasting contributions to the lives of our students. This intent is embodied in the following program educational objectives:

- Graduates will be leaders in their field either as designers, analysts, managers, educators, or researchers.
- Graduates will effectively use technical competencies gained at Washington University including the ability to analyze and solve mechanical engineering problems by applying basic principles of mathematics, science, and engineering sciences. They will use modern engineering techniques. They will identify, formulate, and find innovative solutions to problems of significance to society.
- Graduates will behave professionally, act ethically, and be responsive to global, societal, and environmental needs. They will constantly seek to keep their knowledge current and will effectively communicate their knowledge and experience. They will be active in their professional communities and will collaborate with others.

## Premedical 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 premedical option in Mechanical Engineering and Materials Science makes it possible to obtain an accredited Bachelor of Science and simultaneously meet the admission requirements of most medical and dental schools. The program also provides a foundation for graduate study and research in biomedical engineering.

The essential requirements of the premedical option are three semesters of general biology (Biol 2960, 2970, and 3050), two semesters of general chemistry with a laboratory and two semesters of organic chemistry with a laboratory (Chem 251, 252, and 257). 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 premedical option is easier for those who have a high school background in biology or, by reason of advanced placement, have reduced requirements in the Common Studies portion of the curriculum. For additional information on the premedical option, please refer to the premedical education section located in the introduction to the School of Engineering & Applied Science's Undergraduate Programs.

## 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 (M.S. and M.Eng.) and research-based master's (M.S.) or doctoral (Ph.D.) degrees. The undergraduate curriculum provides an excellent foundation for graduate study, and a careful selection of electives in the third and fourth years can facilitate the transition to graduate work. The master's degrees can be pursued on a part-time or full-time basis, while Ph.D. degrees are typically pursued by full-time students.

## Chair

### Philip V. Bayly

Lilyan and E. Lisle Hughes Professor of Mechanical Engineering  
Ph.D., Duke University  
Nonlinear dynamics, vibrations, biomechanics

## Associate Chair

### Kenneth L. Jerina

Earl E. and Myrtle E. Walker Professor of Engineering  
D.Sc., Washington University  
Materials, design, solid mechanics, fatigue and fracture

## Endowed Professors

### Ramesh K. Agarwal

William Palm Professor of Engineering  
Ph.D., Stanford University  
Computational fluid dynamics and computational physics

### Thomas G. Harmon

Clifford W. Murphy Professor  
Ph.D., Massachusetts Institute of Technology  
Reinforced and prestressed concrete, structural design, fiber reinforced polymers

### Mark J. Jakiela

Lee Hunter Professor of Mechanical Design  
Ph.D., University of Michigan  
Mechanical design, design for manufacturing, optimization, evolutionary computation

### David A. Peters

McDonnell Douglas Professor of Engineering  
Ph.D., Stanford University  
Aeroelasticity, vibrations, helicopter dynamics

### Shankar M. L. Sastry

Catherine M. and Christopher I. Byrnes Professor of Engineering  
Ph.D., University of Toronto  
Materials science, physical metallurgy

## Professor

### Srinivasan Sridharan

Ph.D., University of Southampton  
Structural stability, nonlinear behavior of composite structures, interactive buckling, shell structures

## Associate Professor

### Guy M. Genin

Ph.D., Harvard University  
Solid mechanics, fracture mechanics

## Assistant Professor

### Srikanth Singamaneni

Ph.D., Georgia Institute of Technology  
Microstructures of cross-linked polymers

## Professors of the Practice

### Harold J. Brandon

D.Sc., Washington University  
Energetics, thermal systems

**Frederick Roos**

Ph.D., University of Michigan  
Aerodynamics, fluid mechanics

**Joint Faculty — Professors**

**Richard L. Axelbaum (EECE)**

Ph.D., University of California–Davis  
Combustion, nanomaterials

**Hiro Mukai (ESE)**

Ph.D., University of California–Berkeley  
Optimization, control

**Larry A. Taber (BME)**

Dennis and Barbara Kessler Professor of Biomedical Engineering  
Ph.D., Stanford University  
Biomechanics, mechanics of development

**Younan Xia (BME)**

James M. McKelvey Professor for Advanced Materials  
Ph.D., Harvard University  
Nanotechnology, materials chemistry, and biomaterials

**Joint Faculty — Senior Research Associate**

**Ruth Okamoto**

D.Sc., Washington University  
Biomechanics, solid mechanics

**Joint Faculty — Adjunct Professors**

**Ricardo L. Actis**

D.Sc., Washington University  
Finite element analysis, numerical simulation, aircraft structures

**Xavier Avula**

Ph.D., Iowa State University  
Design, micro-electrical-mechanical systems

**Thomas L. Bever**

B.S., Washington University  
Design, mechanical systems

**Andrew Cary**

Ph.D., University of Michigan  
Computational fluid dynamics

**Jerry Craig**

M.S., Kansas State University  
Engineering graphics

**Richard Dyer**

Ph.D., Washington University  
Propulsion, thermodynamics, fluids

**Mario P. Gomez**

Ph.D., Stanford University  
Materials science and metallurgy, fracture mechanics, engineering design

**Hanford Gross**

B.S., Washington University  
Engineering project management

**Raimo J. Hakkinen**

Ph.D., California Institute of Technology  
Aerodynamics, experimental methods in fluid dynamics

**D.C. Look**

Ph.D., University of Oklahoma  
Thermodynamics

**Gholam Masoumy**

D.Sc., Washington University  
Structural design

**Ernst H. Petzold, III**

M.S., Washington University  
Structural engineering

**Dale M. Pitt**

D.Sc., Washington University  
Aeroelasticity

**Gary D. Renieri**

Ph.D., Virginia Polytechnic Institute and State University  
Structural applications, composite materials

**Karl A. Spuhl**

M.S., Saint Louis University  
Control systems

**Hiroshi Tada**

Ph.D., Lehigh University  
Solid mechanics

**Joint Faculty — Senior Professors**

**Phillip L. Gould**

Ph.D., Northwestern University  
Structural analysis and design, shell analysis and design, biomedical engineering



**Barna A. Szabo**

Ph.D., State University of New York–Buffalo

Numerical simulation of mechanical systems, finite-element methods

**Professors Emeriti**
**Wallace B. Diboll, Jr.**

M.S.M.E., Rensselaer Polytechnic Institute

Dynamics, vibrations, engineering design

**John C. Georgian**

M.S., Cornell University

Engineering design, dynamics of machinery, vibrations, turbomachinery

**Paul C. Paris**

Ph.D., Lehigh University

Classical mechanics, solid mechanics, dynamics, fracture mechanics, stochastic processes

## Bachelor of Science in Mechanical Engineering

The Department of Mechanical Engineering and Materials Science offers four-year curriculum leading to a professional baccalaureate degree, a Bachelor of Science in Mechanical Engineering (B.S.-M.E.). This degree is designed to prepare students for graduate school, a professional graduate program, or industry; the program meets nationally recognized criteria for accreditation. The B.S.-M.E. curriculum is structured around a basic core of 58 units and a complementary mechanical engineering program of at least 62 units to complete the degree requirement of a total of 120 units.

**Basic Core Courses**

Humanities, Social Science, and Writing

Engineering Practice and Professional Values (GenEng 450)	3
Humanities and social science electives	15
English Composition (EComp 100)	0
Technical Writing (GenEng 310)	3
Unit Subtotal	21

Mathematics and Computation	
Calculus II & III (Math 132, 233)	7
Differential Equations (Math 217)	4
Engineering Mathematics (ESE 317)	4
Probability and Statistics for Engineers (ESE 326)	3
Engineering and Scientific Computing	3
Unit Subtotal	21
Physical Sciences	
General Chemistry (Chem 111A)	3
General Chemistry Laboratory I (Chem 151)	2
General Physics (Phys 117A (or 197), 118A (or 198))	8
Elective Physical or Life Science (Biol, EPSc, EnSt, Phys, Chem)	3
Unit Subtotal	16
<hr/>	
Subtotal, Core Units	58

## Mechanical Engineering Courses

Mechanical Engineering		Selected MEMS Electives	
Computer-Aided Design (MEMS 202)	3	Aerodynamics (MEMS 5700)	3
Statics and Strength of Materials (MEMS 253)	3	Propulsion (MEMS 5701)	3
Dynamics (MEMS 255)	3	Structural Stability (MEMS 5503)	3
Advanced Strength of Materials (MEMS 350)	3	Manufacturing Processes (MEMS 4101)	3
Materials Science (MEMS 361)	4	Fluid Power Systems (MEMS 5101)	3
Machine Design (MEMS 311)	4	Mechanical Behavior of Materials (MEMS 5601)	3
Thermodynamics (MEMS 301)	3	Finite Element Analysis (MEMS 5510)	3
Fluid Mechanics (MEMS 3410)	3	Composites (MEMS 5605)	3
Fluid Mechanics Laboratory (MEMS 3411)	1	Rotary Wing System (MEMS 5703)	3
Heat Transfer (MEMS 342)	4	Vibrations (MEMS 5302)	3
Structural Dynamics and Vibrations (MEMS 431)	4	Nonlinear Vibrations (MEMS 5301)	3
Introduction to Electrical Networks (ESE 230)	4	Fluids I (MEMS 5410)	3
Control Systems (MEMS 4301)	3	Fluids II (MEMS 5411)	3
Mechanical Design Project (MEMS 411)	3	Computational Fluid Dynamics (MEMS 5412)	3
Thermal Design Project (MEMS 412)	3	Elasticity (MEMS 5500)	3
MEMS electives	9	Continuum Mechanics (MEMS 5501)	3
Free electives	5	Fracture Mechanics (MEMS 5504)	3
Subtotal, Program Units	62	Conduction and Convection (MEMS 5403)	3
		Radiation (MEMS 5402)	3
		Solar Energy (MEMS 5422)	3
		HVAC I (MEMS 5420)	3
		HVAC II (MEMS 5421)	3
		Non-Metallics (MEMS 5602)	3
		Wind Energy Systems (MEMS 5705)	3
		Micro-Electro-Mechanical Systems (MEMS 5801 and 5802)	3
		Combustion and the Environment (MEMS 5404)	3
		Free Electives	
		Machine Shop Practicum (MEMS 1001)	1
		Introduction to Mechanical Engineering (MEMS 101)	2

## The Minor in Aerospace Engineering

Whether you are intent on a career in aviation, or simply enthusiastic about space and flight, a minor in aerospace engineering can satisfy your scientific curiosity, prepare you for a job, or uncover opportunities for technical contributions. The Minor in Aerospace Engineering is available to all undergraduates but is most attractive to those pursuing a degree in mechanical engineering. The Minor in Aerospace Engineering requires a minimum of 15 units of courses selected from the list below; it is possible to earn the minor without increasing the number of units (120) required for the B.S.M.E.

Aerospace engineering deals with the analysis, design, and performance of flight vehicles such as transport and military aircraft, helicopters, missiles and launch vehicles, and spacecraft such as NASA's Space Shuttle. Understanding the principles of flight requires a strong background in mathematics and physics. Aerospace engineering combines the disciplines of aerodynamics, flight dynamics and control, avionics and navigation, aerospace propulsion, aerospace structures and materials, and aerospace manufacturing. Knowledge of aerodynamics is needed to understand why and how an aircraft lifts off and flies. Knowledge of aircraft structures and materials is required in order to engineer the wings, fuselage, and tails of the aircraft. The science of propulsion guides the development of aircraft and rocket engines, and an understanding of aircraft dynamics and stability is needed to design the control systems that guide an aircraft along its desired flight path. Aerospace engineers can apply their expertise to the design of specific components (e.g., wings and fuselages) or entire systems (e.g., control systems) of air and space vehicles.

Students learn about aerospace engineering by taking courses in aerodynamics, aircraft flight dynamics and control, aerospace propulsion, aerospace structures, and aerospace vehicle design. Students also may have the opportunity to gain experience in aerospace engineering design through collaborative programs with local companies such as Boeing. Aerospace engineers from industry teach courses as adjunct instructors at Washington University, and many Washington University regular faculty members have extensive aerospace industry experience.

**Units required:** 15

**Required courses:**

MEMS 5700. Aerodynamics (3 credits)  
MEMS 5701. Aerospace Propulsion (3 credits)  
MEMS 411. Aerospace Engineering Design Project (3 credits)  
MEMS 4302. Aircraft Flight Dynamics and Control (3 credits)

**Select one of the following electives:**

MEMS 321. Structural Behavior and Analysis (3 credits)

MEMS 5302. Theory of Vibrations (3 credits)  
MEMS 5410. Fluids I (3 credits)  
MEMS 5411. Fluids II (3 credits)  
MEMS 5510. Finite Element Analysis (3 credits)  
MEMS 5703. Analysis of Rotary-Wing Systems (3 credits)  
MEMS 5704. Aircraft Structures (3 credits)

To find out more about this minor, contact the department chair or the adviser for the Minor in Aerospace Engineering or visit the minor web page.

## The Minor in Energy Engineering (MEMS)

This minor will provide students with course work that will enhance their background, knowledge, and skills in the topical area of Energy Engineering. The minor covers classes in several fields of science and engineering, encompassing the Department of Energy, Environmental, and Chemical Engineering; the Department of Electrical and Systems Engineering; and the Department of Mechanical Engineering and Materials Science.

The Minor in Energy Engineering is open to undergraduate students pursuing an engineering major, students from the sciences (Biology, Chemistry, Physics) in Arts & Sciences, and the Environmental Studies major.

**Units required:** 18

**Required courses:**

Select from the following menus:

**Basic and Applied Sciences** (fundamental content) (two courses) :

EECE/ChE. 320 Thermodynamics

or

MEMS 301. Thermodynamics

MEMS 3410. Fluid Mechanics

or

ChE 367. Transport I (Fluids)

EECE/ChE 369. Energy Transfer Processes

or

MEMS 342. Heat Transfer (spring)

ESE 332. Power, Energy, and Polyphase Circuits (spring)

**Social Science/Policy/Economics Elective** (one course) :

EnSt 451. Environmental Policy (fall)

EECE 590. Energy and Environment, Economics and Decision Making (spring)

EnSt 332. Energy and Environmental Issues (spring)

ESE 408. Systems Dynamics Approach to Design Sustainable Policies (fall)

**Electives** (Choose three courses. One of the courses is required to be chosen from outside your major degree department. A partner department may approve the use of a course listed under Basic and Applied Sciences as elective.):

EECE 401. International Experience in Energy, Environmental and Chemical Engineering (summer/fall)  
 EECE 495/594. Energy and Buildings (fall)  
 EECE/MEMS 5404. Combustion (fall)  
 EECE/ChE 4830. BioEnergy (spring)  
 EECE/ChE 345. Pollution Abatement and Waste Minimization (fall)  
 MEMS 5422. Solar Energy Thermal Processes (summer)  
 MEMS 5420. HVAC I (fall)  
 MEMS 5421. HVAC II (spring)  
 MEMS 5705. Wind Energy Systems (spring)  
 MEMS 412. Design of Thermal Systems (spring)  
 ESE 434. Solid State Power Circuits and Applications (fall)  
 ESE 435. Electrical Energy Laboratory (spring)  
 ESE 437. Sustainable Energy (spring)

## Committee to Oversee Energy Engineering Minor

**Pratim Biswas** (EECE, Coordinator)

**Hiro Mukai** (ESE)

**David Peters** (MEMS)

The committee ensures that any course added to the above lists contain a significant amount of energy topics and that the entire program be cohesive.

Visit the minor web page for more information.

## The Minor in Environmental Engineering Science (MEMS)

The EECE Department sponsors an undergraduate Minor in Environmental Engineering Science. This 20-21 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. Consult the EECE department website for more information.

**Units required:** 20-21

**Required courses:**

Select from the following menus:

Introduction<sup>1</sup> (2-3 units):

ChE 146A. Introduction to Energy, Environmental & Chemical Engineering  
 ChE 262. Introduction to Environmental Engineering

Environmental Chemistry (3 units):

ChE 443. Environmental Chemistry

Green Engineering, Environmental Management, and Risk Assessment (3 units) :

ChE 345. Pollution Abatement & Waste Minimization  
 ChE 438. Environmental Risk Assessment and Toxicology  
 EECE 590. Energy and Environmental Economics and Risk Management Decision-Making

Environmental Engineering Electives (6 units):

ChE 344. Air Pollution (3 units)  
 ChE 400. Independent Study  
 ChE 499. Sustainable Air Quality  
 ChE 518. Aerosol Science and Technology  
 EECE 401. International Experiences in Energy, Environmental, and Chemical Engineering  
 EECE 534. Environmental Nanochemistry  
 EECE 5404. Combustion

Additional eligible courses (new courses, special offerings) will be posted on the EECE website as the courses become available.

Natural Science (3 units):

Biol 381. Introduction to Ecology  
 EPSc 323. Biogeochemistry  
 EPSc 428. Hydrology  
 EPSc 444. Environmental Geochemistry

Environmental Policy and Social Science (3 units) :

Econ 451. Environmental Policy  
 EnSt 539. Interdisciplinary Environmental Clinic  
 Pol Sci 332. Environment and Energy Issues

<sup>1</sup> Freshmen potentially interested in majoring in Chemical Engineering should take ChE 146A; all other students working toward the Minor in Environmental Engineering Science should take ChE 262.

Visit the minor web page for more information.

## The Minor in Robotics

Robotic systems have wide application in modern technology and manufacturing. Robots can vary in complexity and use, from micro-robots for surgical procedures to moderate-size robots common in

manufacturing and undersea exploration to macrorobots used for disposal of nuclear wastes or deployed as arms on space-station modules. The program designed for a Minor in Robotics provides a fundamental understanding of robotic operation and preliminary training in design and use of robots.

**Units required:** 18

**Prerequisites:**

Calculus

Math 217. Differential Equations

Physics 117A, 118A. General Physics I, II

CSE 131. Computer Science I

*or*

CSE 200. Engineering and Scientific Computing *or* equivalent

**Required courses:**

MEMS 255. Engineering Mechanics II

ESE 351. Signals and Systems

*or*

MEMS 431. Structural Dynamics and Vibrations

ESE 446. Robotics: Dynamics and Control

ESE 447. Robotics Laboratory

Two courses chosen with the approval of the director of the program for a minor in robotics. Suggested courses are:

CSE 313A. Artificial Intelligence Laboratory

CSE 452A. Computer Graphics

CSE 546T. Computational Geometry

MEMS 311. Machine Elements

ESE 441. Control Systems

*or*

MEMS 4301. Modeling, Simulation, and Control

*or*

MEMS 4302. Aircraft Flight Dynamics and Controls

ESE 407. Analysis and Simulation of Discrete Event Systems

ESE 435. Electrical Engineering Laboratory

To find out more about this minor, contact the department chair or the adviser of the Minor in Robotics.

## The Minor in Mechatronics (MEMS)

(Program Director: Hiro Mukai)

Advancements in power electronics, electronic sensors, and computer hardware and software have led to an expanding role for "smart" systems, which combine electronic and mechan-

ical 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:**

MEMS 255. Engineering Mechanics II (Dynamics)

MEMS 411. Mechanical Engineering Design Project (Mechatronics project)

ESE 446. Robotics: Dynamics and Control

ESE 444. Sensors and Actuators

**Two electives from the following:**

MEMS 431 Structural Dynamics and Vibration

MEMS 5101 Fluid Power Systems

MEMS 4301 Modeling, Simulation, and Control

*or*

MEMS 4302 Aircraft Flight Dynamics and Control

*or*

ESE 441 Control Systems

ESE 336 Principles of Electronic Devices

ESE 442 Digital Control Systems

CSE 467S Embedded Computing Systems

ESE 482 Digital Signal Processing

CSE 550A Mobile Robotics

**Prerequisite:**

Basic programming course: CSE 131 or CSE 126 or CSE 200.

Visit the minor web page for more information.

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**E37 MEMS 1001. Machine Shop Practicum**

Operation of basic machine tools including: lathe, drill press, grinder, and mill. Student shop privilege requires completion of this practicum.

Credit 1 unit.

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**E37 MEMS 101. Introduction to Mechanical and Structural Engineering**

The challenges engineers face and the innovative approaches they are using to address them. Students learn how various forms carry load using principles of statics, mechanics, and material behavior. Topics include: the historical, economic, social, and political context of modern engineering, case studies of structures, analytical and experimental methods, fundamentals of mechanical and aerospace engineering, the behavior of materials, material selection for performing engineering function, fluid mechanics, heat transfer, automotive engineering, engineering design and product development, patents and intellectual property, and engineering ethics.

Credit 2 units.

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**E37 MEMS 202. Computer-Aided Design**

An introduction to computer-aided engineering design in the context of mechanical and structural engineering. Students learn the fundamentals of spatial reasoning and graphical representation. Freehand sketching skills, including pictorial and orthographic views, are applied to the design process. Computer modeling techniques provide accuracy, analysis, and visualization tools necessary for the design of structures, devices, and machines. Topics include: detailing design for production; fasteners; dimensioning; tolerancing; creation of part and assembly drawings; computer-aided design, analysis and optimization of parts and assemblies; solid modeling of complex surfaces; assembly modeling; assembly constraints; and interference checking.

Credit 3 units.

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**E37 MEMS 203. Advanced CAD**

Computer-aided design, analysis, and optimization of parts and assemblies; solid modeling of complex surfaces, creation of detail drawings, dimensioning and tolerancing; assembly modeling, assembly constraints, interference checking; motion constraints, force and acceleration analysis, thermal analysis; part optimization for weight, strength, and thermal characteristics using Unigraphics software. MASE 203 is an extension of the basic course, MASE 202.

Credit 3 units.

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**E37 MEMS 253. Engineering Mechanics I**

Principles of statics, solid mechanics, force systems, and equilibrium. Equivalent systems of forces and distributed forces. Applications to trusses, frames, machines, beams, and cables. Mechanics

of deformable solids and indeterminate problems. Stress, strain, deflection, yield and fracture in beams, columns, and torsion members. Prerequisite: Physics 117A. Corequisite: Math 217.

Credit 3 units.

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**E37 MEMS 255. Engineering Mechanics II**

Review of vector algebra and calculus. Kinematics of a particle. Newton's laws and the kinetics of a particle. Work and energy. Impulse and momentum. Kinematics of rigid bodies. General theorems for systems of particles. Kinetics of rigid bodies. The inertia tensor. Prerequisites: Math 217.

Credit 3 units.

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**E37 MEMS 301. Thermodynamics**

Topics include: classical thermodynamics, thermodynamic properties, work and heat, first and second laws, entropy, irreversibility, availability, thermodynamic cycle analysis, mixtures of ideal gases, combustion processes and chemical equilibrium. Applications to engineering systems are discussed. Prerequisites: Chem 111A, Math 132, Physics 117A.

Credit 3 units.

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**E37 MEMS 311. Machine Elements**

Overview of the steps in the engineering design process and an introduction to several classes of machine elements such as bearings, gears, belts, brakes, and springs. Underlying analytical models of the machine elements are presented along with guidelines about designing and choosing such elements for practical applications. A case study of the steps of the design process as well as the rationale for choosing particular machine elements. Prerequisites: MASE 251 or 253, MASE 361.

Credit 4 units.

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**E37 MEMS 321. Structural Behavior and Analysis**

Basic theory of elasticity, basic properties of aerospace and structural materials, principles of stressed skin construction; bending, shear, and torsion of open and closed cross-section beams including shear center, structural idealization, loads, joints and fittings. Introduction to indeterminate structural analysis techniques and influence line, analysis for continuous beams, trusses and frames. Prerequisites: MASE 252 or 253.

Credit 4 units.

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**E37 MEMS 3410. Fluid Mechanics**

Fundamental concepts of fluids as continua. Topics include: viscosity, flow fields, velocity, vorticity, streamlines, fluid statics, hydrostatic forces, manometers, conservation of mass and momentum, incompressible inviscid flow, dimensional analysis and similitude, flow in pipes and ducts, flow measurement, boundary-layer concepts, flow in open channels. CBTL course. Prerequisites: ESE 317, MASE 255.



Credit 3 units.

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**E37 MEMS 3411. Fluid Mechanics Laboratory**

Physical laboratory exercises focusing on fluid properties and flow phenomena covered in MASE 3410. Calibration and use of a variety of equipment; acquisition, processing, and analysis of data by manual as well as automated methods; training in formal report writing. Prerequisite: MASE 3410.

Credit 1 unit.

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**E37 MEMS 342. Heat Transfer**

Introductory treatment of the principles of heat transfer by conduction, convection, or radiation. Mathematical analysis of steady and unsteady conduction along with numerical methods. Analytical and semi empirical methods of forced and natural convection systems. Boiling and condensation heat transfer. Radiation between black-body and real surfaces. Radiation network analysis. Physical laboratory exercises focusing on heat-transfer phenomena. Calibration and use of a variety of laboratory instrumentation; acquisition, processing, and analysis of data. Prerequisites: MASE 341, ESE 317.

Credit 4 units.

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**E37 MEMS 350. Engineering Mechanics III**

Selected topics in the mechanics of deformable solids, presented at a level intermediate between introductory strength of materials and advanced continuum mechanics. Lectures discuss structural stability, inelastic material behavior (plasticity, viscoelasticity), one-dimensional structures (cables, arches, curved beams), two-dimensional structures (plates, membranes, shells), and energy methods. Prerequisite MASE 252 or 253.

Credit 3 units.

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**E37 MEMS 3601. Materials Engineering**

The application of fundamental materials science principles in engineering disciplines. Topics include: design of new materials having unique property combinations, selection of materials for use in specific service environment, prediction of materials performance under service conditions, development of processes to produce materials with improved properties, structural and functional use of metals, polymers, ceramics, and composites.

Credit 3 units.

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**E37 MEMS 361. Materials Science**

Introduction to the chemistry and physics of engineering materials. Topics include: atomic and molecular interpretation of physical and chemical properties, the relationships between physical and chemical properties, and performance of an engineering material. Laboratory exercises focus on the properties and structure of engineering materials. Prerequisite: Chem 111A.

Credit 4 units.

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**E37 MEMS 400. Independent Study**

Independent investigation on topic of special interest. Prerequisites: junior or senior standing and permission of department chair. Students must complete the independent study approval form available in the department office. CBTL course.

Credit variable, maximum 6 units.

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**E37 MEMS 4001. Fundamentals of Engineering Review**

The topics found in most fundamentals of engineering exams are reviewed and illustrated using examples. A discussion of the importance of licensing exams and the strategies for taking these exams are discussed. The main topics for review include: engineering mathematics, basic chemistry, engineering mechanics, engineering economics, thermodynamics, electrical circuits, and material science.

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**E37 MEMS 4101. Manufacturing Processes**

Manufacturing processes and machinery are explained and described. Topics include: analytical tools of machine science, heat transfer, vibrations, and control theory are applied to the solution of manufacturing problems, analytical development, and application of engineering theory to manufacturing problems, machine tools, and automated production equipment.

Credit 3 units.

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**E37 MEMS 411. Mechanical Engineering Design Project**

Feasibility study for a mechanical design project of an open-ended, original design or a creative redesign of a mechanical component or system requiring the application of engineering science principles. Feasibility is subject to economic, safety, legal, environmental, ethical, aesthetic, and other constraints in a competitive manufacturing environment. Project teams perform the detailed design and optimization of the concept developed in the feasibility study. Presentations and reports with manufacturing drawings are completed by each team. Prerequisite: MASE 311.

Credit 3 units.

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**E37 MEMS 412. Design of Thermal Systems**

Analysis and design of advanced thermo-fluid systems. Student teams participate in the design process, which could involve research, design synthesis, codes, standards, engineering economics, a design project report, and formal presentations. Topics include: thermo-fluid systems and components such as: power, heating and refrigeration systems; pumps, fans, compressors, combustors, turbines, nozzles, coils, heat exchangers, and piping. Prerequisite: MASE 301.

Credit 3 units.

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**E37 MEMS 421. Analysis and Design of Modern Structures I**

Behavior and design of steel structures by deterministic and load-resistance factor design methods. Design of beams, columns, beam-columns, plate girders, connections, multistory frames, and bridge girders. Plastic analysis and design. Exercises focusing on phenomena of structural behavior, analysis, and design. Prerequisites: MASE 321.

Credit 3 units.

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**E37 MEMS 422. Analysis and Design of Modern Structures II**

Analysis and design of concrete elements and structures for strength and deformation. Design and use of concrete beams, beam-columns, long columns, one-way and two-way slab systems, and footings as used in indeterminate frames. Exercises focus on phenomena of structural behavior analysis and design. Prerequisites: MASE 421.

Credit 3 units.

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**E37 MEMS 423. Behavior and Design of Structural Systems**

Analysis and design of realistic building and bridge structures with computer-aided design tools. Capstone use of analysis and design concepts in the design of "real-world" structures. Prerequisites: MASE 422.

Credit 4 units.

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**E37 MEMS 4301. Modeling, Simulation and Control**

Introduction to simulation and control concepts. Topics include: block diagram representation of single-and multiloop systems; control system components; transient and steady-state performance; stability analysis; Nyquist, Bode, and root locus diagrams; compensation using lead, lag and lead-lag networks; design synthesis by Bode plots and root-locus diagrams; state-variable technique; state-transition matrix; state-variable feedback. Prerequisite: ESE 317.

Credit 3 units.

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**E37 MEMS 4302. Aircraft Flight Dynamics and Control**

An integrated treatment of aircraft stability, flight control, aircraft dynamics, flying qualities, and the application of control theory to the synthesis of automatic flight control systems. Topics include: flight stability and control, military and civilian aircraft, automatic control systems to provide stabilization, autopilots to aid in navigation and landing. Prerequisites: ESE 317, MASE 341.

Credit 3 units.

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**E37 MEMS 431. Structural Dynamics and Vibrations**

Free and forced vibration of multidegree of freedom and distributed parameter mechanical systems and structures. Methods of Laplace transform, complex harmonic balance, matrix formulation,

and Fourier series. Transient response of continuous systems by partial differential equations and nonlinear structural response. Laboratory experiments. Prerequisites: MASE 255, ESE 317.

Credit 4 units.

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**E37 MEMS 4401. Combustion and Environment**

Introduction to combustion and its application in devices. Topics include: chemical thermodynamics and kinetics; ignition and explosion, deflagration and detonation waves; transport phenomena and the governing equations for heat and mass transfer in chemically reacting flows; laminar and turbulent flame propagation; nonpremixed flames; the emission of combustion-generated pollutants and subsequent interaction with the environment; toxic-waste incineration; and practical combustion devices. Prerequisites: MASE 301, MASE 342, or equivalent.

Credit 3 units.

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**Phone:**

314/935-4337

**Departmental website:**

<http://mems.wustl.edu/Pages/default.aspx>

## A Jointly Sponsored Undergraduate Program

Process Control Systems is a program intended to provide students with a broad background in chemical and systems engineering, with emphasis on the science and technology of process automation. Through a careful selection of courses in chemical engineering and systems engineering, a unified approach is developed to the analysis, design, operation, and control of chemical and other manufacturing processes. Electives in systems engineering allow further in-depth specialization in applied mathematics, discrete-event systems, robotics, quality control, optimization, and dynamical systems.

In addition to the traditional laboratory work in chemistry, physics, and chemical engineering, a laboratory course in digital process control is offered based on computers and advanced commercial distributed-control equipment. Familiarity with computers and with process modeling, data acquisition, and control software is an essential component of the training. In the senior year, you can elect to complete a major design project either in chemical processing systems (chemical engineering) or in technological or engineering systems (systems engineering).

Upon successful completion, you receive both the Bachelor of Science in Chemical Engineering and the Bachelor of Science in Systems Science and Engineering.

The Process Control Systems program satisfies an increasing demand by manufacturing and petrochemical companies for professionals trained in advanced automation to improve product quality, to reduce costs, to improve capital productivity, and to improve safety and environmental quality. This interdisciplinary program provides the background necessary to combine traditional engineering skills with new systems engineering techniques and meet these challenges. The program is staffed by faculty members from both departments and is supervised by a coordinating committee. You are assigned two advisers, one from each department, who are members of the committee.

Further information about the program can be obtained from the coordinating committee through either of the cooperating departments.

## The Process Control Systems Program

	Units	
	Fall	Spring
<b>First Year</b>		
Calculus II, III (Math 132, 233)	3	4
General Physics I, II (Physics 117A, 118A)	4	4
General Chemistry I, II (Chem 111A, 112A)	3	3
General Chemistry Laboratory I, II (Chem 151, 152)	2	2
Humanities or social sciences electives	6	—
Matrix Algebra (ESE 309)	—	3
	18	16
<b>Second Year</b>		
Organic Chemistry I with Lab (Chem 261)	4	—
Differential Equations (Math 217)	4	—
Introduction to Systems Science and Engineering (ESE 251)	3	—
Thermodynamics (ChE 320)	3	—
Engineering Analysis of Chemical Systems (ChE 351)	3	—
Principles of Biology I (Biol 2960)	—	4
Engineering and Scientific Computing (CSE 200)	—	3
Engineering Mathematics (ESE 317)	—	4
Probability and Statistics for Engineering (ESE 326)	—	3
Humanities or social sciences elective	—	3
	17	17
<b>Third Year</b>		
Signals and Systems (ESE 351)	3	—
Operations Research (ESE 403)	3	—
Transport Phenomena I, II (ChE 367, 368)	3	3
Materials Science (ChE 325)	3	—
Humanities or social sciences elective	3	3
New Product and Process Development (ChE 450)	—	3
Mass Transfer Operations (ChE 357)	—	3
Systems science and engineering elective	—	3
Control Systems or Chemical Process Dynamics and Control (ESE 441 or ChE 462)	—	3
	15	18
<b>Fourth Year</b>		
Technical Writing (ENGR 310)	3	—
Chemical Reaction Engineering (ChE 471)	3	—
Chemical Engineering Laboratory (ChE 473A)	4	—
Computer science elective from approved list	3	—
Systems science and engineering elective	3	6
Systems Design Project or Process and Product Design (ESE 499 or ChE 478A)	—	3
Humanities or social sciences elective	—	3
Digital Process Control Laboratory (ESE 449 or ChE 433)	—	3
Chemical Engineering elective	—	3
	16	18

## Coordinating Committee

### Pratim Biswas

(Energy, Environmental, and Chemical Engineering)

### I. Norman Katz

(Electrical and Systems Engineering)

### Hiroaki Mukai

(Electrical and Systems Engineering)

**Jay R. Turner**

(Chemical Engineering)

To satisfy the core requirements of the School of Engineering & Applied Science, the following courses are required:

	<b>Units</b>
Physics 117A, 118A	8
Chem 111A, 112A, 151, 152	10
Math 132, 233, 217	11
Humanities/social sciences electives	18

To complete the core requirements of both chemical engineering and systems engineering, the following additional requirements apply:

	<b>Units</b>
Chem 261	4
ChE 325	3
ESE 317	4
ESE 326	3
ENGR 310	3
CSE 200	3
Biol 2960	4

The balance of the curriculum is carefully structured to satisfy the combined degree requirements and to meet the objectives of the program. See the accompanying Process Control Systems Program chart for the details. The general degree requirements include the residency and other applicable requirements of the University and the School of Engineering & Applied Science.

The curriculum meets the requirements of both degrees and can be completed in four years. The total number of units required is 135. The semester course load exceeds the usual school-wide average of 15 units per semester, so you must be highly motivated to accomplish this objective in eight semesters. The course load in individual semesters may be lightened by attending summer school or by adding an additional semester. A number of courses (e.g., ChE 320; CSE 200; ENGR 310; ESE 309, 317; and humanities and social sciences courses) usually are offered in the summer as well.

There is no minor in this area.

There are no courses specific to this program.

## **Engineering: 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 the Accreditation Board for Engineering and Technology (ABET). Besides being the first undergraduate engineering degrees offered in a public/private partnership, they are also the first such degrees to receive ABET accreditation.

The courses are organized for both full-time students and part-time students with daytime commitments who need to attend classes in the evening. Students who enter the program take about half their course work—mathematics, physics, chemistry, humanities, and social sciences—on the campus of the University of Missouri–St. Louis. The remaining half of the degree program, consisting of upper-level engineering courses and laboratories, is taken on the Washington University campus. Students may choose civil, electrical, or mechanical engineering. Students receive their undergraduate engineering degrees from the University of Missouri.

For information about this program, please contact the University of Missouri–St. Louis Joint Undergraduate Engineering Program at 314/516-6800 or the Washington University School of Engineering at 314/935-6510.

### **Dean (at University of Missouri–St. Louis)**

**Joseph A. O'Sullivan**

Samuel C. Sachs Professor of Electrical Engineering  
Ph.D., University of Notre Dame

### **Associate Dean (at University of Missouri–St. Louis)**

**Bernard J. Feldman**

Ph.D., Harvard University

### **Assistant Director of Student Services (at University of Missouri–St. Louis)**

**Mary E. McManus**

M.Ed., University of Missouri–St. Louis

**Phone:** 314/516-6800 or 314/935-6510

**Departmental website:** [http://engineering.wustl.edu/  
UmslWustlJointProgram.aspx](http://engineering.wustl.edu/UmslWustlJointProgram.aspx)